Manitoba Education and Advanced Learning

Annual Report
2014-2015

Manitoba

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MINISTER
OF EDUCATION AND ADVANCED LEARNING

Room 168
Legislative Building
Winnipeg, Manitoba, Canada
R3C 0V8

Her Honour the Honourable Janice C. Filmon, C.M., O.M.
Lieutenant Governor of Manitoba
Room 235 Legislative Building
Winnipeg MB R3C 0V8

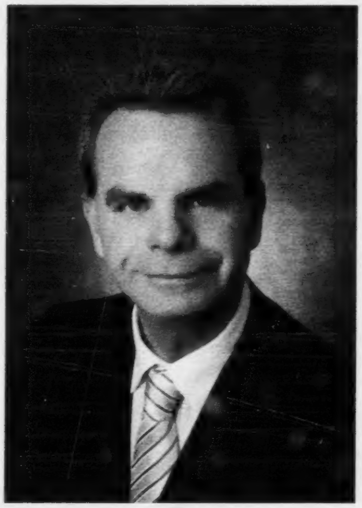
Your Honour:

I have the privilege of presenting for the information of Your Honour the Annual Report of Manitoba Education and Advanced Learning for the fiscal year ending March 31, 2015.

Respectfully submitted,

Original Signed by:

Honourable James Allum



Manitoba

Education and Advance Learning
Deputy Minister
Room 156 Legislative Building, Winnipeg, Manitoba, Canada R3C 0V8

Honourable James Allum
Minister of Education and Advanced Learning
Room 168, Legislative Building
Winnipeg MB R3C 0V8

Dear Minister:

I am pleased to present the Annual Report of Manitoba Education and Advanced Learning for the period April 1, 2014 to March 31, 2015.

This past year the Department continued its commitment towards supporting quality education and I would like to highlight some notable areas of activity.

Literacy and Numeracy
In the fall of 2014, the *Action Plan Closing the Student Achievement Gap: Success for Every Student* was developed and the Student Achievement Support Unit (SASU) was established, resulting in an increased emphasis on improving student achievement in essential skills in literacy and numeracy. The Unit established the Student Achievement Provincial Advisory Committee and the Student Achievement Data Working Group to support its focus on literacy and numeracy, and the use of data in school division planning and strategies to increase student achievement.

The Unit supports the ongoing work of the Department in the development of: new curricula for English/French Language Arts K-8 that will be piloted in the fall of 2015; a "Grade at a Glance" guide to mathematics to identify essential learning; a Mathematics Education Advisory Committee to advise on math policies and priorities; and renewed breadth requirements doubling the number of credit hours, from 3 to 6, for mathematics courses in the undergraduate degree for the Early and Middle years program of Manitoba Faculties of Education, effective September 2015.

Career Development
Investments were made to provide more skill training opportunities for students including establishing a $30 million Skill Build Shops fund to build and expand trades and skills shops in high schools, a $2 million career development fund to ensure students leave high school with a good idea of where they want to go and how to get there, and a $1.5 million Skill Build Equipment fund to upgrade classrooms to an apprenticeship-accredited level and bring welding, electrical, carpentry and culinary arts equipment into schools.

Aboriginal Education
Aboriginal education continues to be a priority. Consultations took place early in 2015 with partners and stakeholder organizations to renew the Department's Aboriginal Education Action. The Aboriginal Academic Achievement grant was revised with an emphasis on literacy and numeracy skills, in-service professional development for educators provided, and a new Manitoba Aboriginal Languages Strategy drafted to help ensure successful educational outcomes for Aboriginal students.

Work is in progress on the development of a First Nation, Métis and Inuit (FNMI) Policy Framework which will include legislation to enshrine the policy framework and to update the provincial curriculum to reflect FNMI histories and perspectives. It will also reflect work with post-secondary institutions to develop a strategy for introducing more FNMI content into the bachelor of education courses to help students meet the learning outcomes set out in the framework.

Post-Secondary Education

The increase in operating funding at the post-secondary level continues to be among the highest across the country and supports Manitoba's universities and colleges in providing a wide range of quality educational opportunities.

Capital development projects supported by government included further re-development of Assiniboine Community College's North Hill Campus, Red River College's Skilled Trades and Technology Centre, and completion of University College of the North's Thompson and The Pas campus re-developments.

Two student financial assistance program changes were introduced to keep post-secondary education accessible and affordable for students. Vehicle ownership was removed as a loan application consideration and the Provincial interest on all Manitoba student loans is being eliminated.

In the spring of 2014, government passed *The Advanced Education Administration Amendment and Council on Post-Secondary Education Repeal Act*. This bill repealed *The Council on Post-Secondary Education (COPSE) Act* and transferred COPSE's duties and powers to the Minister responsible for advanced education. The amendments included a requirement to establish a new strategic advisory committee under the Minister's authority.

A new stand-alone hybrid institution, the Manitoba Institute of Trades and Technology (MITT), was established under new legislation. This institution, formerly the Winnipeg Technical College (WTC), will play an expanded role in skills training in Manitoba.

An important thrust in 2014/15 has been to promote and support collaboration among post-secondary institutions and between the institutions and secondary schools. As a result of mechanisms such as dual credit policy, shared facility use, and investments to improve technical/vocational equipment and classrooms, and science labs in high schools, the linkage between high school and post-secondary opportunities has been strengthened.

Education for Sustainable Development

Manitoba is a world leader in Education for Sustainable Development (ESD). In 2014/15, a Sustainable Tourism course was developed for grades 11 and 12 to help students address the relationship between tourism activity and conservation issues, with special attention to the natural environments and local context.

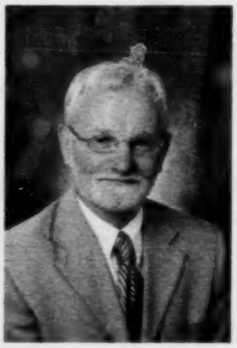
Schools and post-secondary institutions were encouraged to have sustainable school/institution plans in place and we are monitoring progress towards achieving this goal. Work also continued on integrating sustainable development into Technical Vocational Education (TVE) curricula; the implementation of new ESD criteria in the application process for Technical Vocational equipment upgrades; and providing pre-service ESD professional development in teacher education.

During 2014/15, the Department staff have again proved to be resourceful, resilient, and dedicated to achieving our collective goals and this could not have been done without the contribution of all of our educational partners. I thank them for their ongoing efforts. I look forward to working with Department staff and our partners in 2015/16 to continue creating quality, affordable and accessible learning opportunities for all students.

Respectfully submitted,

Original signed by:

Gerald Farthing, Ph.D.
Deputy Minister



Manitoba
Éducation et Enseignement supérieur
Sous-ministre
Bureau 156, Palais législatif, Winnipeg (Manitoba) Canada R3C 0V8

Monsieur James Allum
Ministre de l'Éducation et de l'Enseignement supérieur
Palais législatif, bureau 168
Winnipeg (Manitoba) R3C 0V8

Monsieur le Ministre,

J'ai le privilège de vous présenter le rapport annuel du ministère de l'Éducation et de l'Enseignement supérieur pour l'exercice allant du 1^{er} avril 2014 au 31 mars 2015.

L'année dernière, le Ministère a poursuivi son engagement à appuyer les possibilités éducatives de qualité et j'aimerais souligner quelques sphères d'activité importantes.

Litératie et numératie
À l'automne 2014, le Ministre a élaboré le plan d'action « *Closing the Student Achievement Gap: Success for Every Student* » (Réduire l'écart de rendement et assurer la réussite scolaire de chaque élève) et a créé la Section d'appui à la réussite scolaire et cela a permis de mettre l'accent sur l'amélioration des résultats scolaires dans les compétences essentielles en litératie et en numératie. La nouvelle section a créé le Comité consultatif provincial sur la réussite scolaire et le Groupe de travail sur la réussite et les données scolaires pour appuyer l'attention qu'elle accorde à la litératie et la numératie et l'utilisation des données dans la planification et les stratégies de division scolaire pour améliorer la réussite scolaire.

La nouvelle section appuie les efforts soutenus du Ministère dans l'élaboration de nouveaux programmes de English/French Language Arts de la maternelle à la 8^e année qui seront mis à l'essai à l'automne 2015, du guide de mathématiques « Grade at a Glance » pour indiquer les apprentissages essentiels, d'un comité consultatif pour l'enseignement des mathématiques destiné à conseiller en matière de politiques et de priorités, et d'exigences élargies renouvelées qui doubleront le nombre d'heures-crédits de 3 à 6 pour les cours de mathématiques de premier cycle pour les programmes des années primaires et intermédiaires des facultés d'éducation du Manitoba, entrant en vigueur en septembre 2015.

Développement de carrière
Des investissements ont été faits afin d'offrir aux élèves plus de possibilités de formation professionnelle dont un nouveau Fonds pour les ateliers de développement des compétences de trente millions de dollars destiné à construire et à agrandir des ateliers d'acquisition des compétences et des métiers dans les écoles secondaires, un nouveau fonds de deux millions de dollars alloué au développement des carrières afin de s'assurer que les élèves quittent l'école secondaire avec une bonne idée de ce qu'ils veulent faire et de la façon d'y parvenir, et un nouveau fonds d'un million et demi de dollars pour l'équipement lié au développement des compétences afin de moderniser les salles de cours pour qu'elles soient adaptées à la formation professionnelle et de doter les écoles du Manitoba des équipements nécessaires à l'apprentissage des métiers de soudeur, d'électricien, de charpentier et de cuisinier.

Éducation des Autochtones
L'éducation des Autochtones continue d'être une de nos priorités. Des consultations ont été menées au début de l'année 2015 avec des partenaires et des organismes d'intervenants pour renouveler le Plan d'action sur l'éducation autochtone du Ministère. La subvention favorisant la réussite scolaire chez les élèves autochtones a été révisée en mettant l'accent sur les compétences en litératie et numératie, l'offre de perfectionnement professionnel des éducateurs et l'élaboration d'une stratégie pour les langues autochtones du Manitoba afin d'assurer la réussite scolaire chez les élèves autochtones.

On est actuellement en train d'élaborer un cadre politique pour les Premières Nations, les Métis et les Inuits (FNMI) qui comprendra des dispositions législatives visant à consacrer le nouveau cadre stratégique et à mettre à jour le programme d'études provincial afin de refléter l'histoire et les perspectives des FNMI, y compris la rafle des années soixante. Ce cadre reflétera aussi le travail effectué avec les établissements d'enseignement postsecondaire afin d'élaborer une stratégie pour introduire davantage de contenu des FNMI dans les cours de baccalauréat en éducation afin d'aider à l'atteinte des résultats d'apprentissage établis dans le cadre.

Enseignement postsecondaire
L'augmentation des fonds de fonctionnement au niveau postsecondaire continue d'être parmi les plus élevées à l'échelle du pays et permet aux universités et aux collèges du Manitoba d'offrir un large éventail de possibilités éducatives de qualité.

Les projets d'immobilisations appuyés par le gouvernement comprenaient la poursuite du redéveloppement du campus North Hill d'Assiniboine Community College et du Skilled Trades and Technology Centre du Red River College, ainsi que l'achèvement des travaux de redéveloppement des campus de Thompson et de The Pas du Collège universitaire du Nord.

Deux nouveaux changements ont été apportés au programme d'aide financière aux étudiants afin de contribuer à maintenir l'enseignement postsecondaire accessible et abordable aux étudiants. Le critère relatif à la propriété d'un véhicule pour l'obtention de l'aide aux étudiants a été éliminé et les intérêts sur tous les prêts étudiants du Manitoba sont en train d'être éliminés.

Au printemps 2014, le gouvernement a adopté la *Loi modifiant la Loi sur l'administration de l'enseignement postsecondaire et abolissant le Conseil de l'enseignement postsecondaire*. Cette loi a aboli la *Loi sur le Conseil de l' enseignement postsecondaire (CEP)* et a transféré les fonctions et les pouvoirs du CEP au ministre responsable de l'enseignement postsecondaire. Les modifications comprenaient aussi une exigence de créer un nouveau comité consultatif stratégique sous l'autorité du ministre.

Un nouvel établissement hybride unique, le Manitoba Institute of Trades and Technology (MITT), a été créé dans le cadre des nouvelles dispositions législatives. Cet établissement, anciennement Winnipeg Technical College (WTC), jouera un rôle plus large en formation axée sur les compétences au Manitoba.

L'un des objectifs principaux en 2014–2015 a été de promouvoir et d'appuyer la collaboration entre les établissements d'enseignement postsecondaire, ainsi qu'entre ces établissements et les écoles secondaires. En raison des mécanismes tels que la politique de la double reconnaissance des crédits, l'utilisation partagée des installations et des investissements pour moderniser le matériel technique et professionnel et les laboratoires de sciences dans les écoles secondaires, les liens entre les possibilités offertes au secondaire et au postsecondaire ont été renforcés.

Éducation en matière de développement durable
Le Manitoba est un chef de file en matière d'éducation au développement durable (EDD). En 2014–2015, un nouveau cours de tourisme durable pour les 11^{e} et 12^{e} années a été conçu pour aider les élèves à en apprendre sur les relations entre les activités touristiques et les questions de conservation, avec une attention particulière sur les environnements naturels et le contexte local.

Les écoles et les établissements d'enseignement postsecondaire ont été encouragés à élaborer des plans durables et nous suivons les progrès réalisés dans l'atteinte de cet objectif. Nous avons également poursuivi le travail sur l'intégration du développement durable dans les programmes d'enseignement technique et professionnel, la mise en œuvre de nouveaux critères d'EDD dans le processus de demande de modernisation de l'équipement utilisé pour l'enseignement technique et professionnel et l'offre de perfectionnement professionnel initial en matière d'EDD dans la formation des enseignants.

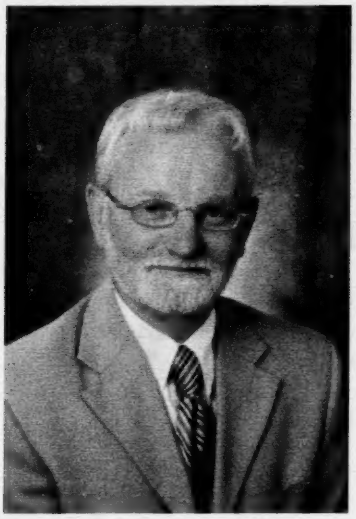
En 2014–2015, le personnel du Ministère a encore fait preuve d'ingéniosité, de résilience et de dévouement dans l'atteinte de nos objectifs collectifs et cela n'aurait pas été possible sans la contribution de tous nos partenaires en éducation. Je les remercie des efforts soutenus qu'ils déploient. J'aurais le plaisir de travailler avec le personnel du Ministère et nos partenaires en 2015–2016 pour continuer à créer des possibilités d'apprentissage de qualité, abordables et accessibles pour tous les élèves et étudiants.

C'est avec tous mes respects, Monsieur le Ministre, que je vous soumets le présent rapport.

Le sous-ministre,

Original signé par:

Gerald Farthing



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Preface

Report Structure

The Annual Report is organized in accordance with the appropriation structure for Manitoba Education and Advanced Learning. It reflects the Department's authorized votes approved by the Legislative Assembly. The report includes information at the main and sub-appropriation levels related to the Department's objectives and actual results achieved. Financial performance information provides expenditure and revenue variance explanations and a five-year adjusted historical table of staffing and expenditures.

Mandate

In 2013/14, the Department of Education and Advanced Learning was established. The Department integrated the former Department of Education and several program areas under the former Department of Advanced Education and Literacy.

The Department of Education and Advanced Learning is responsible for:

- Early childhood education,
- Schools, Kindergarten to Grade 12, and
- Post-secondary education.

The Department's fundamental responsibility is to provide direction and allocate resources in support of Kindergarten to Grade 12 (K-12) education in public and funded independent schools and for setting priorities and allocating funds for the post-secondary education system and student financial assistance.

The Department endeavours to facilitate high quality, affordable, and accessible learning opportunities for all Manitobans with a view to supporting seamless and coherent links across the education, learning and training systems while also facilitating the contribution of these systems to Manitoba's economic, cultural and social goals.

In addition to identifying broad educational goals, the Department is responsible for the overall legislative and regulatory structure governing the K-12 education and post-secondary education systems.

Education and Advanced Learning represents the Province in negotiations with the federal and other provincial governments, and works closely with other government departments in Manitoba to support province-wide strategic priorities and promote a unified direction for education and training in Manitoba.

Education and Advanced Learning is responsible for the overall legislative and regulatory structure for elementary, secondary and post-secondary education. It provides policy direction on administrative matters of the education system under authority of the following Acts of the Consolidated Statutes of Manitoba:

- *The Advanced Education Administration Act*
- *The Brandon University Act*
- *The Colleges Act*
- *The Community Schools Act*
- *The Degree Granting Act*
- *The Education Administration Act*
- *The International Education Act*
- *The Private Vocational Institutions Act*

- *The Property Tax and Insulation Assistance Act (Part III.2)*
- *The Public Schools Act*
- *The Public Schools Finance Board Act*
- *The Student Aid Act*
- *The Teachers' Pensions Act*
- *The Teachers' Society Act*
- *The Manitoba Institute of Trades and Technology Act*
- *The Université de Saint-Boniface Act*
- *The University College of the North Act*
- *The University of Manitoba Act*
- *The University of Winnipeg Act*

Mission

To ensure that all Manitoba's students have access to an array of educational and training opportunities such that every student experiences success through relevant, engaging and high quality education and training that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society.

Vision

That every student will complete their course of studies with a profound sense of accomplishment, hope and optimism.

Responsibilities

Manitoba Education and Advanced Learning has primary responsibility to:

- support and facilitate quality teaching and learning at all levels of education in Manitoba;
- delineate roles and responsibilities across the education system; and
- implement and share research-informed effective practices as part of the commitment to a quality education system.

Programming and Services Overview

For the year ending March 31, 2015, the programs and services of the Department were budgeted under the following main appropriations: Administration and Finance, School Programs, Bureau de l'éducation française, Education and School Tax Credits, Support to Schools, Support for Universities and Colleges, Manitoba Student Aid, Capital Funding and Costs Related to Capital Assets.

Corporate Initiatives

I. Aboriginal Education

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and co-ordination for departmental initiatives within Aboriginal education and training. AED's objectives are: to ensure an integrated approach to Aboriginal education and training within Manitoba Education and Advanced Learning, and in collaboration with the departments of Aboriginal and Northern Affairs (MANA) and Jobs and the Economy (JEC). This includes promoting the removal of systemic barriers to Aboriginal student success, and participating in and ensuring linkages and collaboration with inter-sectoral research and policy initiatives related to Aboriginal education and training.

AED co-ordinates the development and implementation of the Aboriginal Education Action Plan and provides support and leadership to all branches and units within Education and Advanced Learning, MANA and JEC on matters as they relate to Aboriginal education and training.

II. Elementary and Secondary Schools

In Manitoba, 36 school divisions, 1 special revenue school district and 59 independent schools receive funding from the Province. In the 2014/15 fiscal year, government support to school divisions, independent schools, educational organizations, and the Teachers' Retirement Allowances Fund totaled $1,343.5 million; comprised of $1,284.7 million in 16-5, Support to Schools, and $58.8 million in 16-8, Capital Funding. In addition, $176.3 million through the Education Support Levy and Public Schools Finance Board surplus was provided in support of school divisions.

For the 2014/15 school year, a funding increase of 2.0% or $24.4 million was announced to support school divisions, with a subsequent increase of $3.0 million for the year for the K-3 class size initiative.

Public school enrolment on September 30, 2014 was 182,073 pupils. Of this total, 119,422 were in Kindergarten to Grade 8; 59,367 were in secondary grades (Grade 9 to Grade 12); 2,339 were nursery pupils; and 945 were not in any grade.

There were 14,038 pupils attending funded independent schools on September 30, 2014. Funding to independent schools for eligible pupils is available for instruction and services, special needs and curricular materials.

III. Post-Secondary Education

In June 2014, the Council on Post-Secondary Education was dissolved and the Advanced Learning Division (ALD) was created within the Department of Education and Advanced Learning. ALD provides recommendations on new programs and allocates financial resources to Manitoba's public universities and community colleges. The Division also co-ordinates post-secondary programs and policy development.

ALD allocates funds to Manitoba's seven public post-secondary institutions:

- University of Manitoba
- University of Winnipeg
- Brandon University
- Red River College
- Assiniboine Community College
- University College of the North
- Université de Saint-Boniface (including École technique et professionnelle)

ALD also provides grants to:

- Canadian Mennonite University
- some private religious institutions
  - Steinbach Bible College
  - Providence University College and Seminary
  - William and Catherine Booth University College

In 2014/15 at the universities, there were 44,107 undergraduate and graduate (combined) students enrolled in Regular Session. For 2013/14, 16,716 students were enrolled at colleges. College enrolment numbers for 2014/15 will be available in the fall of 2015. Total funding for post-secondary education in Manitoba was $664.9 million.
Manitoba Student Aid (MSA) provides supplemental financing to students who might not be able to afford a post-secondary education on their own. MSA administers the Canada Student Loans

Program (CSLP) and the Manitoba Student Aid Program, offering a variety of loans, grants and bursaries as well as other targeted support.

MSA support is available to qualifying Manitoba residents studying both inside and outside of the province at designated institutions. Students are individually assessed to determine their financial need as well as their eligibility for the various supports provided by MSA.

In the 2014/15 program year, MSA provided $31.5 million in provincial loans and $17.4 million in provincial grants and bursaries to approximately 11,000 Manitoba students. Approximately 14,500 applications for Canada Student Loans and Manitoba Student Loans, were processed in 2014/15.

MSA also administers *The Private Vocational Institutions Act* and Regulations, through the Private Vocational Institutions (PVI) Office. The PVI Office provides consumer protection by registering PVIs in the province and monitoring institutions for compliance.

IV. International Education

International students are key to Manitoba's efforts to promote a socially and culturally diverse learning environment. International students also make significant economic contributions to the province.

2012 data indicates there are over 7,200 international students in Manitoba, 6,000 of them post-secondary, primarily from China, India, South Korea, and Nigeria. The economic impact of these international students to the Manitoba economy is over $229 million and 1,640 jobs.

V. Student Achievement Support Unit

The Student Achievement Support Unit was established in the fall of 2014 to increase student achievement specifically in the areas of literacy and numeracy. The Unit was established to:

- Promote academic excellence in Manitoba public schools, with specific focus on literacy and numeracy
- Collaborate with school divisions to develop school division plans that support the effective implementation of curriculum and research-based quality instructional practices at the classroom level
- Work with school divisions to identify common data sources to monitor student achievement and to address known achievement gaps
- Increase accountability and transparency pertaining to student achievement
- Foster collective responsibility for all students' achievement.

To fulfil its mandate, the Unit established the Student Achievement Provincial Advisory Committee (SAPAC) and the Student Achievement/Data Working Group (SADWG). Both groups met regularly throughout the spring of 2015 and will continue to hold regularly scheduled meetings throughout the 2015/16 school year.

The SAPAC provides a forum for the exchange of information and discussion among education partners in relation to the provincial priorities for literacy and numeracy, the school division planning process and strategies to increase student achievement. The Committee focused on the sharing of student achievement data, perspectives from representative organizations, and discussions about a cross-jurisdictional data scan. Members expressed views on the purpose of sharing student achievement data and identified the most important information to be collected. The Committee also discussed the guiding principles that should be considered before data is shared.

The SADWG focused on identifying the information to be collected to establish a profile of Manitoba students' achievement in the areas of literacy and numeracy. This included a survey of school divisions regarding the nature and range of the assessment tools and strategies used to assess student learning. As well, a plan was developed to begin an annual provincial collection of report card data. The review and analysis of this data will provide the Department and school divisions with a greater understanding of student achievement and inform the development of future support initiatives.

In the spring of 2015, the Department hosted a provincial workshop to support school divisions in their efforts to understand and utilize data to increase student achievement. The workshop was attended by Department staff, 34 of the province's 37 school divisions and many education partner representatives. It provided participants with an enhanced understanding of how to create and lead collaborative cultures of inquiry, establish shared common goals and develop a strong collective understanding of how data can result in greater student learning and ultimately increased student achievement. As a result of this successful professional learning opportunity, follow up workshop sessions will be held across the province in the fall of 2015.

VI. Education for Sustainable Development

Manitoba Education and Advanced Learning continues to identify Education for Sustainable Development (ESD) as one of its priority action areas. ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations.[1] Manitoba's ESD priority area aligns with Tomorrow Now, Manitoba's Green Plan, United Nations Educational, Scientific and Cultural Organization's (UNESCO) Global Action Programme on ESD, and with the United Nations Economic Commission for Europe's ESD priority action areas: a) to ensure that there is an ESD school plan in every school by 2015; b) to promote the introduction of ESD into teacher education; and c) to reorient technical vocational education and training (TVET) to be in support sustainable development and transition to a green economy.

Manitoba has been promoting a whole-school approach to integrating ESD into education. Whole-school approaches imply mainstreaming sustainability into all activities of the school, including the infusing of sustainability across the curriculum (content and methodology), through facilities and operations, in its capacity building efforts, governance and through cooperation with partners and the broader community. Whole-school approaches allow members of the school community to integrate sustainability principles into their daily practice – to live what they learn; to learn what they live. Along with the Department, the active participation and cooperation of a broad range of educational stakeholders, have been leading the effort to encourage and implement ESD in schools across the province.

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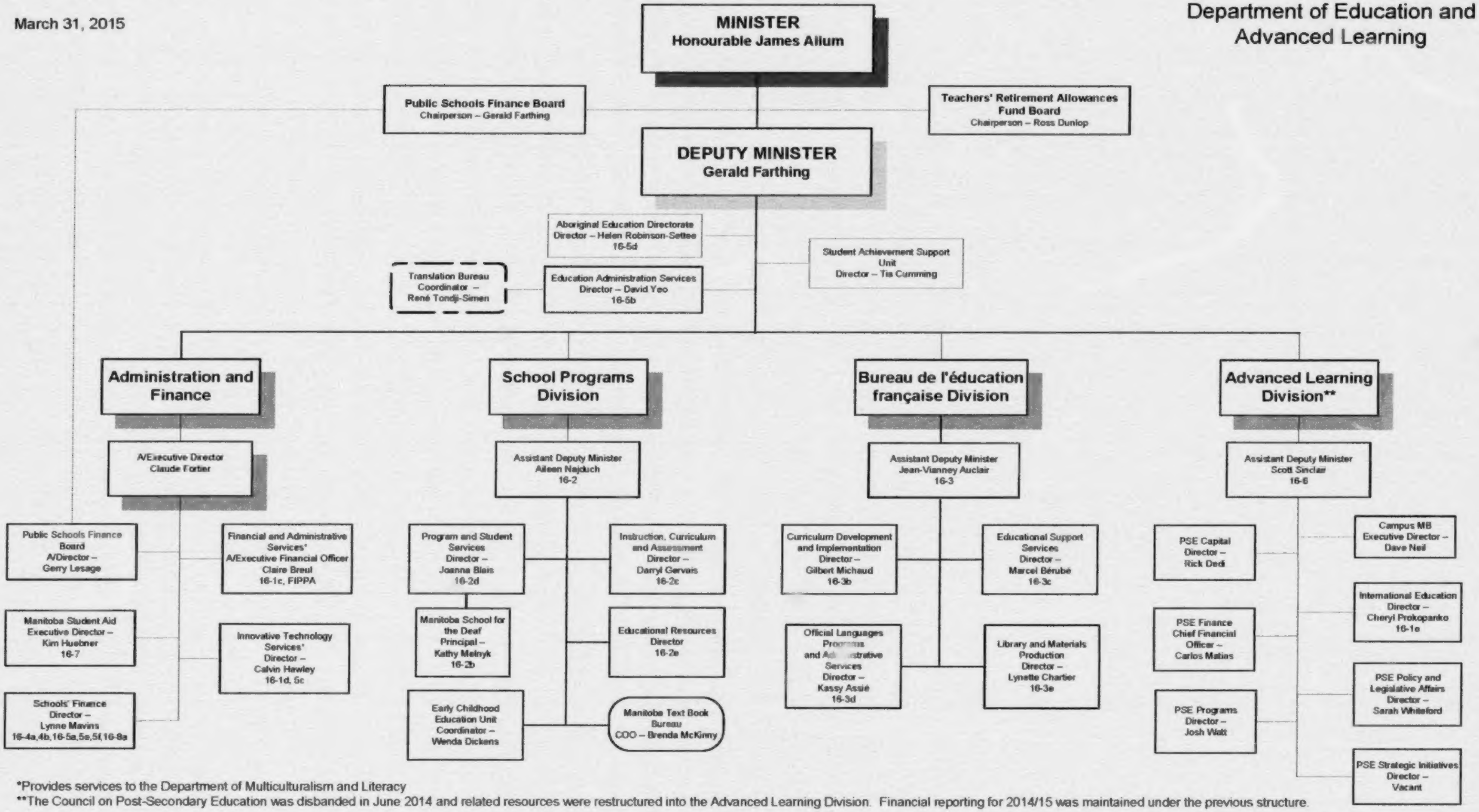
[1] UNESCO. UNESCO Roadmap for Implementing the Global Action Program on Education for Sustainable Development, 2014.

March 31, 2015

Department of Education and Advanced Learning


MINISTER
Honourable James Allum
Public Schools Finance Board
Chairperson – Gerald Farthing
Teachers' Retirement Allowances Fund Board
Chairperson – Ross Dunlop
DEPUTY MINISTER
Gerald Farthing
Aboriginal Education Directorate
Director – Helen Robinson-Settee
16-5d
Student Achievement Support Unit
Director – Tia Cumming
Translation Bureau
Coordinator –
René Tondji-Simen
Education Administration Services
Director – David Yeo
16-5b
Administration and Finance
A/Executive Director
Claude Fortier
Public Schools Finance Board
A/Director –
Gerry Lesage
Financial and Administrative Services*
A/Executive Financial Officer
Claire Breul
16-1c, FIPPA
Manitoba Student Aid
Executive Director –
Kim Huebner
16-7
Innovative Technology Services*
Director –
Calvin Hawley
16-1d, 5c
Schools' Finance
Director –
Lynne Mavins
16-4a,4b,16-5a,5e,5f,16-8a
School Programs Division
Assistant Deputy Minister
Aileen Najduch
16-2
Program and Student Services
Director –
Joanna Blais
16-2d
Instruction, Curriculum and Assessment
Director –
Darryl Gervais
16-2c
Manitoba School for the Deaf
Principal –
Kathy Melnyk
16-2b
Educational Resources
Director
16-2e
Early Childhood Education Unit
Coordinator –
Wenda Dickens
Manitoba Text Book Bureau
COO – Brenda McKinny
Bureau de l'éducation française Division
Assistant Deputy Minister
Jean-Vianney Auclair
16-3
Curriculum Development and Implementation
Director –
Gilbert Michaud
16-3b
Educational Support Services
Director –
Marcel Bérubé
16-3c
Official Languages Programs and Administrative Services
Director –
Kassy Assié
16-3d
Library and Materials Production
Director –
Lynette Chartier
16-3e
Advanced Learning Division**
Assistant Deputy Minister
Scott Sinclair
16-6
PSE Capital
Director –
Rick Dedi
Campus MB
Executive Director –
Dave Neil
International Education
Director –
Cheryl Prokopanko
16-1e
PSE Finance
Chief Financial Officer –
Carlos Matias
PSE Policy and Legislative Affairs
Director –
Sarah Whiteford
PSE Programs
Director –
Josh Watt
PSE Strategic Initiatives
Director –
Vacant

*Provides services to the Department of Multiculturalism and Literacy

**The Council on Post-Secondary Education was disbanded in June 2014 and related resources were restructured into the Advanced Learning Division. Financial reporting for 2014/15 was maintained under the previous structure.

PART A – OPERATING EXPENSES

Administration and Finance

The Administration and Finance Division provides executive management, planning and policy, central comptrollership, and overall administrative support services to Manitoba Education and Advanced Learning (EAL). In addition, it ensures the development of effective management practices related to comptrollership and human resource development.

Included in this division is the office of the Minister and the Deputy Minister, Financial and Administrative Services, Innovative Technology Services and International Education.

The Administration and Finance Division maintains responsibility for management of information systems across the Department as well as the development and management of the Schools Information System.

Executive Support

This line provides the additional compensation to which individuals appointed to the Executive Council are entitled.

The Minister's and Deputy Minister's office provide educational leadership to Manitoba education systems, which ensure the provision of high quality and equitable training and education programs together with support services. In addition, administrative leadership is provided to the Department to ensure the effective and efficient co-ordination of human and financial resources.

1 (a) Minister's Salary

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	37	1.00	37	0	
Total Sub-Appropriation	**37**	**1.00**	**37**	**0**	

1 (b) Executive Support

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	712	10.00	714	(2)	
Other Expenditures	153		165	(12)	
Total Sub-Appropriation	**865**	**10.00**	**879**	**(14)**	

Financial and Administrative Services

Financial and Administrative Services provides leadership on financial and administrative matters for Manitoba Education and Advanced Learning and for Manitoba Multiculturalism and Literacy. Responsibilities include ensuring that the comptrollership functions of both departments are appropriately maintained and meet the needs for financial control, accountability, and the reporting, safeguarding and protection of financial and physical assets. The Branch also provides comprehensive support services in assessing resource requirements and allocations to programs and branches, including direction and support in financial and business planning, reporting, monitoring and control policies, processes and procedures.

Financial management and accountability activities include: co-ordinating the annual estimates of both departments and other financial planning processes; monitoring and reporting financial performance; conducting specialized financial reviews and analyses; preparing reports to support timely financial management decisions; safeguarding physical and financial assets; and providing accounting services to the departments. The Branch's expected results include the effective and efficient operation of financial management systems, timely management decisions, as well as compliance with all financial management, financial planning and audit requirements of the Government of Manitoba.

Sustainable Development

The Branch strives to make the best use of resources, which means considering efficiency, effectiveness, concern for the environment and the well-being of staff. This includes, among other things, the replacement of paper-based reporting with electronic data collection methods, the use of recycled paper, two-sided printing, and the encouragement of professional development. The Branch works hard to minimize the use of resources through re-using and recycling paper and the increased use of automation and information technologies such as voice mail and e-mail.

1 (c) Financial and Administrative Services

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	919	12.00	964	(45)	
Other Expenditures	194		234	(40)	
Total Sub-Appropriation	**1,113**	**12.00**	**1,198**	**(85)**	

Innovative Technology Services

The Innovative Technology Services (ITS) Branch provides services across Manitoba Education and Advanced Learning (EAL) to improve program efficiency and accountability through the use of information technology. In addition, ITS is responsible for overseeing the departmental computing environment including information databases, customized applications and backup/recovery services for program requirements outside the scope of the managed desktop environment.

ITS supports the technology and innovation needs of the departments of Manitoba Education and Advanced Learning and Multiculturalism and Literacy. The Branch facilitates Project Management services so that both business and information technology projects are conducted employing a rigorous, internationally accepted standard for the management of projects. ITS represents the department to central units such as Business Transformation and Technology.

ITS is working with EAL branches and programs on projects regarding the implementation of a model to enhance services to their clients, increase efficiency within the branches and streamline traditional paper processes.

ITS works closely with all areas within the Department and Manitoba Education, Research and Learning Information Networks (MERLIN) to provide expertise and consultation on any technology and innovation initiatives to assist in meeting the challenges, service delivery needs and business requirements of the educational community (post-secondary and K-12) serviced by the department.

Sustainable Development

ITS encourages the use of websites for the storage and dissemination of departmental forms. The Branch offers the use of conference calls to minimize travel to regularly scheduled meetings. It should be noted that the Manitoba government recognizes the value of education and collaboration alternatives that result from improved network services such as video conferencing. ITS is working with other branches and departments in the implementation of collaborative network tools that will enhance pedagogical and administrative environments in rural communities.

1 (d) Innovative Technology Services

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	171	2.00	210	(39)	
Other Expenditures	145		187	(42)	
Total Sub-Appropriation	**316**	**2.00**	**397**	**(81)**	

International Education

The International Education Branch (IEB) is responsible for implementing the International Education Strategy of the Province of Manitoba by:

- developing legislation, regulation, and policy to govern the international education sector;
- collaborating with federal government partners, interprovincial counterparts, and the provincial sector council (Manitoba Council for International Education MCIE);
- responding to inquiries from international students, institutional partners and the general public;
- coordinating student recruitment initiatives, providing marketing assistance and promoting Manitoba as a destination of choice for international education;
- developing partnerships that lead to the export of Manitoba's educational services and products from Kindergarten to post-secondary.

International student enrolment in Manitoba continues to grow, despite a highly competitive global and pan-Canadian environment. The estimated number of international students in Manitoba in 2014 is over 8,000. The estimated economic impact on Manitoba from international students is now more than $230 million annually[1].

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[1] Canada's International Education Strategy (page 8): Estimated expenditure by international students based on average annual expenditure of $31,720 per international student (all study levels) on tuition, books, accommodation, meals, transportation, and discretionary spending, as indicated in *International Education in Canada - An Update* by Roslyn Kunin & Associates, Inc., released in May 2012 and commissioned by DFATD. http://international.gc.ca/global-markets-marches-mondiaux/assets/pdfs/overview-apercu-eng.pdf

International Education Act (IEA)

Manitoba is the first and only province with legislation designed to protect the safety and welfare of international students. The International Education Act (IEA) also maintains the educational reputation of the province by monitoring the integrity of Manitoba institutions that provide education and training to international students.

In June 2014, the framework of the IEA was used to develop a list of designated Manitoba education providers that are eligible to recruit and enroll international students under Citizenship and Immigration Canada's (CIC) regulatory changes to the International Student Program.

An IEA Working Group of representatives from designated education providers developed a Code of Practice and Conduct. This Code formed the basis of the Ministerial Regulation drafted for the IEA and expected to be proclaimed in 2015. As part of Manitoba's *International Education Act*, educational institutions must follow the Code of Practice and Conduct, as well as comply with CIC's regulatory changes.

Marketing and Promotions

IEB continues to promote Manitoba as a source of affordable and high-quality education. Its website offers user-friendly services, including marketing materials, research, events and travel applications. The site not only targets international students, but also provides information on international mobility opportunities for Manitoba students, faculty, international education administrators and the public.

In 2014/15, IEB coordinated Manitoba missions to Brazil (September 2014) and to the Council of the Federation's Mission to China (October 2014). The IEB also created marketing banners in English, French, Mandarin, Portuguese and Spanish aimed at enhancing Manitoba's presence in international target markets.

Affiliated Schools Overseas

IEB continually analyzes new proposals to establish Manitoba-affiliated schools overseas, and develops Memorandums of Understanding that are reviewed and approved by Cabinet. These affiliated schools employ Manitoba teachers to teach the Manitoba curriculum, and Manitoba principals who supervise the accumulation of credits, resulting in a Manitoba Grade 12 diploma for successful overseas students. Manitoba provides ongoing oversight for six affiliated schools: two in China and one each in Egypt, Bangladesh, South Korea, and Thailand.

Collaboration on International Education

In 2014/2015 the IEB worked with other provinces and territories, and with Citizenship and Immigration Canada (CIC) to implement changes to the International Student Program, that are expected to reduce fraud and improve program integrity. The changes will also improve information-sharing, data collection, and communication between CIC and provinces and territories (P/T). The new regulations require Manitoba to develop a list of designated education providers. In turn, CIC will only issue study permits to genuine international students with letters of acceptance from institutions on Manitoba's list (83 designated education providers).

Through the Council of Ministers of Education Canada (CMEC), Manitoba participates in discussions with other provinces, territories and the federal government (Department of Foreign Affairs, Trade, and Development DFATD) on pan-Canadian efforts to promote Canada as an international destination for education. IEB is the Chair of the *Provincial/Territorial Working Group on Affiliated Schools Overseas*, and a member of the other working groups – the EduCanada Imagine Brand, the

International Students Program, the International Education Week, and the Strategic Market Engagement working groups.

Capacity Building

IEB's efforts to build provincial capacity for international education continue. The Branch held meetings, presentations, and consultations with Manitoba educational institutions to share information on international education. Work on expanding institutional capacity continues through professional development sessions such as seminars on CIC changes to immigration processes, and International Experience Canada youth mobility. IEB supports and collaborates with the local Manitoba Council on International Education (MCIE) to outline best practices in international student services and recruitment, and on the use of student recruitment agents. IEB and MCIE collaborate to offer FAMiliarization Tours to foreign agents, journalists, counselors, and principals, as well as to celebrate International Education Week at the Legislature with the Minister presenting the International Student Awards.

Efforts to build international education capacity in Manitoba continue to succeed, as each year more institutions provide international programming and more international students choose to study in Manitoba. Manitoba has experienced consistent growth in international student enrolment. Between 2002 and 2014, total international student enrolment more than doubled, increasing from 3,726 to more than 8,000 students in the K-12 (17%), language (17%), and post-secondary (66%) sectors. The largest source countries for all international students to Manitoba are currently the People's Republic of China, followed by India, Nigeria and South Korea.

Sustainable Development

In 2014, IEB negotiated Memorandums of Understanding (MOU) on Education for Sustainable Development (ESD) with the Ministry of Education of China, the Anhui Ministry of Education (China), and the Beijing Academy of Educational Sciences. The priority areas for cooperation under these MOUs focus on

- developing ESD partnerships at the technical and post-secondary levels
- twinning ESD schools at the K-12 level in Manitoba and China
- sharing ESD learning resources and expertise

1 (e) International Education

Expenditures by Sub-Appropriation	**Actual 2014/15 $000**	**Estimate 2014/15 FTE**	**Estimate 2014/15 $000**	**Variance Over (Under) $000**	**Expl. No.**
Salaries and Employee Benefits	373	4.00	389	(16)	
Other Expenditures	144		216	(72)	
Total Sub-Appropriation	**517**	**4.00**	**605**	**(88)**	

School Programs

The mandate of the School Programs Division (SPD) is to provide leadership and support for Manitoba's Early Childhood and K-12 educational system through the development and implementation of a policy and program framework for the school system.

This mandate is achieved through the work of the Division Administration office; Manitoba School for the Deaf; Instruction, Curriculum and Assessment Branch; Program and Student Services Branch; Educational Resources Branch; and the Manitoba Text Book Bureau.

Division Administration

The Division Administration office provides leadership respecting the development, implementation and review of policy and programs. The activities of the office include the co-ordination of policy, program, and budget development and implementation; facilitation of intra-divisional and inter-departmental linkages; collection and analysis of information in support of departmental and divisional priorities and goals; co-ordination of human resource development initiatives; provision of dispute resolution co-ordination regarding Appropriate Educational Programming; and ensuring ongoing communication and collaboration with educators, parents and the community.

The accomplishments of the Division are presented on a branch-by-branch basis.

2 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	307	4.00	330	(23)	
Other Expenditures	76		70	6	
Total Sub-Appropriation	**383**	**4.00**	**400**	**(17)**	

Manitoba School for the Deaf

The Manitoba School for the Deaf (MSD) is part of the Deaf and Hard of Hearing (DHH) Unit, Program and Student Services Branch, which provides support to over 400 DHH students both in the school and throughout the province. The MSD provides education based on the Manitoba provincial curriculum for K-12 students who are DHH in an American Sign Language (ASL)-English bilingual/bicultural environment. Eligible DHH students who can attend public schools in Manitoba can also attend MSD. Additionally, MSD programming is accessed by families who live in First Nations Communities in collaboration with the Education Authority and the federal government. Some staff time is assigned to outreach or consultative support, traveling to various locations in the province as specialized resource personnel. Teachers and educational assistants provide on-site educational programming using the Manitoba provincial curriculum leading to a Manitoba diploma. The MSD Junior K-12 program serves students who are DHH in an American Sign Language (ASL) – English bilingual/bicultural environment. Since 2011/12, MSD has also offered early years language intervention using a Bilingual-Bimodal approach. This early intervention gives students the opportunity to develop both spoken English and ASL to build a strong language base.

The focus during the 2014/15 school year included continuing the Home Stay program as a residential option for students living outside of Winnipeg; enhancing ASL and spoken language proficiency through the Bilingual-Bimodal early years classrooms; strengthening the work placement/life skills high school programs; maintaining strong community partnerships; and increasing access for students, their parents and teachers in rural and northern school divisions.

As of September 30, 2014, 60 students (including 5 hearing students in the Bilingual-Bimodal classroom) were enrolled at MSD. Some of the ongoing school-based highlights include the Robotics Club, the Drumming Club, gardening, mime, sports intramurals and numerous Student Parliament activities. Parents are involved through many activities including Greet the Teacher Night, the holiday concert, regular parent-teacher meetings and Advisory Council for Student Leadership (ACSL) meetings.

Sustainable Development

The MSD has continued its designation as an Environmental Green School through ongoing efforts in environmental awareness and recycling projects. The school houses a video conferencing classroom, which allows the Branch to consciously reduce its carbon footprint by reducing travel and still maintaining contact with schools. The video conferencing capabilities have allowed "face-to-face" meetings without the travel requirement. School divisions have opted to have staff participate in learning opportunities such as ASL training using video conferencing with the advantage of enabling more participants, reducing costs and reducing travel. DHH students from Winkler and Minetonas have participated in classes at MSD through the video conferencing system. In addition, the Branch is maintaining contact with schools through a video phone booth, which allows "one-to-one" communication with the added benefit of being accessible for students and staff within the Branch who are Deaf.

During the past year, the school continued to increase recycling opportunities at all school levels. MSD implemented waste reduction activities in co-operation with Waste Stream Services.

Key Accomplishments

- Continued partnerships with St. James-Assiniboia School Division that includes: having MSD students attending classes that are not offered at MSD with the support of an ASL-English interpreter; sharing a psychologist position; offering ASL classes for credit for St. James-Assiniboia students; and sharing facilities (such as the gymnasium).
- Delivered year four of the Bilingual-Bimodal classroom where multi-age classes of DHH and hearing children attend early years programs. The students are given access to ASL and spoken language for instruction. This allows the school to be responsive to childrens' learning and communication needs. The focus of early language development is enhanced by having children communicate with a larger group of peers in the classroom and using different modes of communication for instruction and social interaction.
- Continued improvement to specialized language supports where students receive specialized programming in ASL and English.
- Continued use of a film studio to enhance student work and creativity.
- Enhanced work experience programming for high school students.
- Enhanced Public Relations through networking days, which are hosted at MSD and provide the opportunity for students, parents, resource teachers, interpreters, and other school staff members to attend professional development opportunities, to socialize with others in the field and to become familiar with MSD and its educational program.
- Continued partnership with the Society for Manitobans with Disabilities (SMD) by hosting the annual ASL Immersion which runs for a week in the summer.
- Continued partnership with Toyohashi School for the Deaf in Japan, which allows exchange visits for staff members and students. Three MSD students and two staff members visited Toyohashi School in October 2014.
- Focused on research by having staff at MSD participate in the Cochlear Implant Research network and by maintaining data on the outcomes of students in the Bilingual-Bimodal programs.

- Continued staff development with a priority of building strong skills for staff who teach students at MSD, and expanding approaches to be responsive to students with a wide range of educational and communication needs. This includes responding to the needs of students who will have cochlear implants, those who are new Canadians and those who have multiple coexisting needs.
- Hosted numerous practicum for student-teachers, interpreters and educational assistants.

New Initiatives

- Developed a partnership with the Society for Manitobans with Disabilities to house one of the SMD off-site programs.
- Consulted with parents and key partners [school divisions, the University of Manitoba, SMD and the Central Speech and Hearing Clinic (CSHC)] on the future direction of educational programming. MSD continues to be responsive to the changing expectations of families while maintaining the support needed for Deaf students who learn best in an ASL environment or with ASL support.
- Increased the awareness in the field of the staff that focus on spoken language and hearing as a primary mode of communication and supports they can offer.

2 (b) Manitoba School for the Deaf

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	3,220	44.85	3,202	18	
Other Expenditures	345		383	(38)	
Total Sub-Appropriation	**3,565**	**44.85**	**3,585**	**(20)**	

Instruction, Curriculum and Assessment

The mandate of the Instruction, Curriculum and Assessment Branch (ICAB) is to articulate the K-12 English program framework that is the basis of teaching, learning and assessment in Manitoba schools and to support its implementation. Branch activities support the Mission, Vision, Mandate, and Priority Action Areas.

Organization of the Instruction, Curriculum and Assessment Branch

The Branch's mandate is accomplished through the work of the following eight units:

- Development Unit
- Learning Resources Unit
- Assessment Unit
- Learning Support and Technology Unit
- Distance Learning Unit
- Finance and Administration Unit
- Independent Education Unit
- Early Childhood Education Unit

- **The Development Unit (DU)** is responsible for the development and implementation of provincial curricula for the English and Senior Years Technology Education programs, including curricula for compulsory and optional subject areas. In addition, the Unit develops distance learning courses for Senior Years. The Unit also serves educators, the public and government by providing expert advice and services in the areas of curriculum development, curriculum implementation and cross-curricular initiatives. The Unit supports projects in assessment and learning technologies by providing curriculum connections. Responsibilities also include planning and delivery of curriculum-related professional learning opportunities. The Unit provides service to the field on questions related to school programs and policies, and registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs). The Unit supports school divisions in evaluating and monitoring categorical grants as well as proposal-based grants in various curricula areas.

- **The Learning Resources Unit (LRU)** is responsible for identifying quality learning resources and classroom assessment tools that support the teaching of the Manitoba K-12 curricula. Lists of approved learning resources and accompanying bibliographic information are made available to educators and the Manitoba Text Book Bureau. Additional responsibilities include liaising with publishers, publishing associations, distributors and software developers to ensure that producers and distributors are kept aware of Manitoba Education and Advanced Learning's curricular expectations.

- **The Assessment Unit (AU)** is responsible for the collaborative development and implementation of provincial classroom-based assessment policies at Grades 3, 7 and 8, the development and implementation of the Grade 12 provincial testing program (English Language Arts and Mathematics for all school programs) and the development and implementation of the provincial report card [in collaboration with the Bureau de l'éducation française (BEF)]. The Unit also serves educators, the public and government by: providing expert advice and services in the areas of assessment and evaluation, research, statistics and interpretation of educational assessment data and reports; supporting and co-ordinating professional learning opportunities within and outside of the Department and government; and publishing assessment data. Staff from the Unit co-ordinate Manitoba's participation in national and international assessment programs.

- **The Learning Support and Technology Unit (LSTU)** is responsible for providing leadership and support to curriculum consultants, classroom teachers, educational communities and stakeholders in the integration of cross-curricular skills, knowledge, attitudes, technologies and essential learning that will help engage and prepare students to be contributing members of their local and global communities. LSTU leads and supports initiatives and curriculum development in the areas of Business and Marketing Education, Career Development, Education for Sustainable Development, Literacy with ICT (LWICT) across the Curriculum, Middle Years Education, Senior Years Education, Senior Years ICT and Student Success. Staff in LSTU develop web-based courses (WBC) and support the school divisions in the implementation of WBC. LSTU also oversees and promotes technology education and career-based education in schools offering grade 5 to 12. Technology Education includes programming in the areas of Industrial Arts, Human Ecology, Business and Marketing Education as well as Technical Vocational Education (TVE). This area includes the evaluation of applications for equipment upgrade funding, the Skill Build program, unit-credit support and program funding, providing direct support to school divisions and the Public Schools Finance Board (PSFB) regarding technology education facility renovations and new establishments along with supporting Apprenticeship in High Schools, Education for Sustainable Development/the Green Economy, TVE in the North, and Articulation/Accreditation of programs and Transfer Credits. LSTU also supports school divisions in implementing, monitoring and evaluating a variety of grants, including Career Development, Technical Vocational and Learning to Age 18.

- **The Distance Learning Unit (DLU)** provides distance learning opportunities for students, including issuing senior years credits and issuing diplomas. Compulsory and optional courses are available in print and in online format. The Unit provides direct service to students and collaborates with school divisions and other educational stakeholders to ensure that all Manitoba students have access to quality distance learning offerings that meet their needs.

- **The Finance and Administration Unit (FAU)** provides financial management services to the Branch and co-ordinates reporting processes in response to government requirements.

- **The Independent Education Unit (IEU)** is responsible for ensuring that the over 18,500 students enrolled in funded and non-funded independent schools, and students who are home-schooled, receive an education equivalent to that of students enrolled in public schools. The Unit monitors and supports independent and affiliated overseas schools, and processes and reviews home-schooling notification forms and progress reports. The Unit responds to inquiries regarding independent education and facilitates ongoing communication with department staff, organizations, independent schools, school divisions, Hutterian communities and overseas affiliated schools. In addition, the Unit provides service to the field on questions related to graduation requirements, liaises with the Manitoba Association of Parent Councils (MAPC), and provides support to initiatives focused on achievement of students in low-income communities.

- **The Early Childhood Education Unit (ECEU)** promotes and supports early childhood education in the public school system. The Unit collaborates with school divisions, other government departments, educational stakeholder groups and parents to promote developmentally-appropriate practices that help children to be successful when they enter school. ECEU supports school divisions in evaluating specific categorical grants. The Unit co-ordinates the collection and dissemination of provincial education data and statistics for federal data collections; and provides research and statistical analysis support to the department and school divisions upon request.

The following information highlights the major activities of these units within ICAB.

Curriculum Activities:

Arts Education

- Drafts of Grades 9-12 Dance, Drama, Music and Visual Arts Curriculum Frameworks of Outcomes were completed. Voluntary implementation of Grades 9-12 Arts Education courses took place during the 2013/14 and 2014/15 school years. Province-wide implementation will occur in September 2015.

Career Development/Technical Vocational/Business

- Final curriculum for the following TVE subject areas were completed and implemented in Manitoba schools in September 2014: Collision Repair and Refinishing Technology, Electronics Technology, Electrical Trades Technology, and Esthetics. Development teams have completed their drafts of frameworks of outcomes for the following subject areas: Interactive Digital Media, Broadcast media, Fashion Design and Technology, Graphic Design, Mining Engineering Technology, Sound Engineering, Networking and Cyber Security, and Photography. These curricula will be implemented in September 2015.

English as an Additional Language (EAL)

- Two Senior Years courses for Literacy, Academics, and Language (LAL) were piloted with schools who participated in the development.
- Professional learning sessions related to the implementation of the draft *Manitoba K-12 Curriculum Framework for EAL/LAL Programming* were held across the province.
- An Early Years EAL teacher support document is in development.
- A Senior Years course for Stages 1-2 (Beginner) EAL learners is in revision.

- Work was done with BEF and the Division scolaire franco-manitobaine (DSFM) to support development of programming and curriculum for immigrant students in Français programs who also need to learn English.
- Professional learning specifically focused on EAL students in Early and Middle Years classrooms and Senior Years content classes, especially in the area of academic language and literacy, was provided.
- Supported divisions and schools, especially in rural and northern areas, in formalizing their planning and protocols for EAL and increasing local capacity for welcoming and meeting the needs of EAL learners and families.
- Continued to clarify the Right to Attend policy for newcomer students between ages 18 and 21 and the possibility of attendance over the age of 21 in order to complete their Manitoba high school graduation requirements. Continued to support the EAL Divisional Network as a means of building divisional capacity around newcomer students and families and EAL.
- Provided ongoing consultative support around promising practices for EAL students to schools and divisions.
- Continued to support high schools on the effective and appropriate use of "E" designated course credits to help EAL students gain language in the content areas and transition into courses with regular designations.
- Continued work to support school divisions on the changes to the reporting of information on the educational background of newcomer students, instituted in 2014/15.
- Continued to participate on an interdepartmental working group on meeting interpreting needs within all sectors of government; collaborated with Language Access Interpreter Service (LAIS) of the Winnipeg Regional Health Authority to develop and deliver an interpreters' training module specific to educational issues; drafted guidelines for the use of qualified interpreters in school settings.
- Continued development of a series of newcomer parent information brochures.
- Initiated and responded to requests for professional learning opportunities for teachers, administrators and parents including sessions on: planning for EAL students learning in general classrooms, subject-area classrooms and affiliated overseas schools, newcomer students with interrupted education and Aboriginal awareness, anti-racism and intercultural education, international language programming, EAL programming and school and divisional literacy planning

International and Aboriginal Languages

- Continued to support the accord with The River East Transcona School Division and the Government of Germany to place a German Language Support teacher from Germany in Manitoba to support German language education.
- Supported annual in-services for teachers of German and Ukrainian.
- Developed a support document on the recognition of external language credentials and distributed it to the field.
- Collaborated with educators in the field on Manitoba Curriculum Framework of Outcomes document for Aboriginal Languages.

Science

- Professional learning sessions related to the Science Safety Document, which was revised and delivered to schools in March 2014, were held during the 2014/15 school year and will continue into the 2015/16 school year.
- Renovations of science labs announced in the Science Education Action Plan have continued throughout the province. Curriculum consultants worked with the Public Schools Finance Board (PSFB) reviewing blueprints, making recommendations on new lab designs and consulting schools on the purchase of enriching, engaging technologies for science.

Social Studies

- The optional Grade 12 course *Cinema as a Witness to History* was released for voluntary implementation.
- The integration of Geographic Information Systems (GIS) software into the Manitoba curriculum and support for teachers to use the software continued as a Social Studies priority in both French and English.
- Provided Leadership to and co-ordination of the Manitoba UNESCO Associated Schools Project Network.

Learning Resources Activities:

- Evaluated and recommended learning resources for: Kindergarten to Grade 8 Mathematics, Grade 10 Science, Biology, Aboriginal Education, Education for Sustainable Development, Automotive Technology, Collision Repair and Refinishing Technology, Design Drafting: Architectural and Engineering, Human Ecology: Clothing and Textiles as well as Food and Nutrition, LGBTTQ resources (Lesbian, Gay, Bisexual, Transgendered, Two-Spirited, Queer), and Physical Education/ Health.

Assessment Activities:

- Provided ongoing support for the provincial report card, including by-request professional learning and ongoing review and updating of the policy and support document and a business rules document.
- Provided professional learning to teachers, schools and divisions on the Grade 3 and 4 Assessment in reading and numeracy, and the Middle Years Assessment in mathematics, engagement with school, reading and writing. This included ongoing support to the Manitoba First Nations Education Resource Centre to assist with the implementation of these provincial assessments in First Nations schools.
- Developed and administered provincial tests in Grade 12 English Language Arts and in Grade 12 Pre-Calculus Mathematics/Mathématiques pré-calcul, Applied Mathematics/Mathématiques appliqués, and Essential Mathematics/*Mathématiques au quotidien* in June 2014 and January 2015.
- Provided statistical and research support in relation to results from national and international assessments.
- Manitoba participated in field trials for PISA (Programme for International Student Assessment) (8 schools) and for TIMSS (Trends in International Mathematics and Science Study) (2 schools), both of which took place in the Spring of 2014.
- Represented the Department at the national level in relation to the co-ordination of national and international assessments.
- Collaborated with the BEF, to summarize and communicate assessment and provincial test results with school divisions to enable local planning in support of student success.
- Collaborated with the BEF in supporting schools in using web-based applications for communicating assessment results and for registering students for Grade 12 provincial tests by offering a Help Desk service.

Learning Support and Technology Activities:

- Co-ordinated projects that focus on engaging students in learning to think critically, creatively and ethically with information and communication technology as identified in Literacy with ICT Across the Curriculum (2006).
- Worked with a committee of educators from across the province on refreshing the Literacy with ICT Continuum. The refreshed continuum will be piloted in 2015/16.
- Designed and provided online Professional Learning opportunities to educators at a distance, using a variety of information and communication technologies. Methodologies such as video streaming, web conferencing and other online tools were used to extend the learning and communication following face to face sessions.

- After a successful pilot for the *Tell Them From Me* (TTFM) online student survey in 2012, the Department of Education and Advanced Learning entered into a 3-year contract with The Learning Bar (TLB), creator of TTFM. To support the anti-bullying initiative, TTFM allows schools to gather data related to bullying and school safety. In 2013/14, 84,000 Grade 4 to 12 students participated from 525 schools. In 2014/15, 551 schools from all 37 school divisions participated. The Department released a provincial roll-up of data regarding the prevalence of bullying and is working with school divisions to implement strategies that are making schools safer. In partnership with the Canadian Centre for Child Protection, Safe Schools Manitoba, and TLB, the Department hosted a second Safe and Caring Schools Leadership Forum on May 9, 2014.
- Web-Based Courses in development in 2014/15 included: Intro Pre-Calculus Math (30S); Global Issues: Citizenship and Sustainability (40S); Chemistry (30S); Accounting (40S) and Law (40S). Part of the development process includes updating new and current courses to meet new HTML and accessibility standards.

Middle Years Student Engagement Initiative

- Completed two Middle Years resources: *Your Child In the Middle Years*: A Parent Resource to support parents of children in Grades 5-8 and the Middle Years Life/Work Exploration Grant Guidelines to support school division implementation of the Middle Years Categorical Grant.
- Supported the Hanover and Garden Valley School Divisions on their implementation of the Attendance Grant and supported numerous other schools, school divisions and stakeholder groups through professional learning sessions about Middle Years philosophy and practice, Middle Years Engagement, Differentiated Instruction, Co-teaching, Middle Years Assessment, and Multilevel Learning.

Technology Education (Vocational, Industrial Arts, Home Economics)

- Provided consultation services to the Public Schools Finance Board (PSFB) and school divisions regarding technical vocational program facility planning and equipment layout and created equipment list requests for PSFB approval.
- Continued a partnership between School Programs Division and the Construction Safety Association of Manitoba to provide Manitoba schools with access to an online Workplace Hazardous Materials Information System (WHMIS) training and certification program. Over 80 teachers currently utilize this online teaching/learning tool.
- Verified and approved unit-credit funding support and the categorical program grant.
- Provided ongoing support to school administrators regarding the implementation of Technology Education programming.

Low Socio-Economic Communities Strategy (SES)

- Supported The Winnipeg School Division's inner city educators' institute that enhances the knowledge and skills of teachers and administrators in schools in low-income neighbourhoods.
- Supported partners and stakeholders in providing summer learning loss programming, through funding to the Boys and Girls Clubs of Winnipeg, Frontier College, University College of the North, NYESS Coalition and Pembina Trails School Division.
- Supported partners in providing programming for children in low-income communities, including Rossbrook House, the Manitoba Museum and Mystery Lake School District.
- Participated on inter-departmental groups with a focus on supporting children within low socio-economic settings, including Healthy Child, All Aboard and Neighborhoods Alive!.
- Consulted with divisions and schools on issues affecting low SES schools.
- Worked with Lakeshore School Division's school reform process.
- Participated with Social Sciences and Humanities Research Council of Canada (SSHRC) Community-University Research Alliance (CURA) research project in partnership with

Brandon University to support communities working to enhance outcomes for students within low socioeconomic communities.

- Participated with the Educational Equity Project Coalition (MASS, MTS, etc.) with a focus on examining the practice of school divisions around supporting low income students.
- Worked with the Child Nutrition Council around supporting child nutrition programming.

Education for Sustainable Development (ESD)

- Continued to lead the Council of Ministers of Education, Canada (CMEC) ESD Priority Area to co-ordinate action that will support and strengthen the implementation of ESD in K-12 in all provinces and territories.
- Supported Deputy Minister, Gerald Farthing, as Chair of the United Nations Economic Commission for Europe Education for Sustainable Development Steering Committee.
- Participated in the Manitoba Education for Sustainable Development Working Group (MESDWG).
- Continued to implement ESD for K-12 education by providing professional development sessions, workshops and resources for schools and school divisions and gathered information about ESD activities in the schools.
- Promoted the following areas as ESD priority actions: 1) to ensure that there is an ESD school plan in every school by 2015; 2) promote the introduction of ESD into teacher education; and 3) to re-orient technical and vocational education and training in support of sustainable development and the transition to a green economy.
- Partnered with Manitoba Hydro to provide 21 awards from 60 applications for ESD grants for the 2014/15 school year. The third Transformation Level school in Manitoba is awarded this year.
- Funded ArtsJunktion in 2014/15 to provide teacher workshops incorporating ESD.
- Continued implementation of the Eco-Globe Schools annual recognition program.
- Provided a grant to FortWhyte Alive to further integrate sustainable development into their programs and to assist teachers in finding ways to use the outdoors/natural environment as an important component of their teaching strategies.
- Identified ESD support resources and posted information on the ESD website.
- Continued to promote the Domain Framework for Whole System Approach to ESD for school divisions in Manitoba.
- Provided support for youth involvement in ESD activities such as: Envirothon and Youth Engaging and Sustainability (YES).

Distance Learning Activities

- Independent Study Option (ISO) registrations for September 1, 2013 to August 31, 2014 totaled 2,783, with the majority of students from rural Manitoba. ISO provides students with access to a variety of senior years' print-based distance learning courses that allow them to be eligible to attain their Manitoba High School or Mature Student Diploma and/or to continue into post-secondary education. ISO courses are also sold to Manitoba teachers as curriculum-based reference materials with 1,372 copies distributed throughout the province in the past year.
- In January 2015, the administration and management of the Teacher Mediated Option (TMO) program was transitioned to the TMO Consortium, which consists of six rural school divisions, as a three year pilot project. 416 course registrations were processed from 17 schools and 6 divisions with access to 19 Grade 9 through 12 courses in 2014/15 using teleconferencing technologies to attain course credits towards their Manitoba High School Diploma.
- There are currently 42 web-based course masters available online. The new *Global Issues, Citizenship & Sustainability (40S)* course was released and development work continues on seven other courses. There were approximately 100 teachers trained in the use of the Blackboard Learning Management System, including the pedagogy of online learning

between April 1, 2014 and March 31, 2015. There are approximately 1,300 teachers and 16,000 students using Manitoba's web-based courses.

- Virtual Collegiates: The department, through Memorandums of Understanding (MOUs), has created a framework for virtual collegiates to operate in Manitoba. It is anticipated that the creation of virtual collegiates will provide greater educational opportunities and more equitable access to students from across the province. The Manitoba First Nations Education Resource Centre (MFNERC) signed an MOU with the Province and has been granted a Manitoba school code for Wapaskwa Virtual Collegiate effective September 2014. This allows Wapaskwa Virtual Collegiate to enrol both First Nations and non-First Nations students directly in their virtual collegiate. Discussions continue with InForM Net (St. James-Assiniboia and Pembina Trails School Divisions) regarding an MOU to recognize InForM Net as a virtual collegiate.

Independent Education Activities

- Monitored 59 funded independent schools, plus 5 schools on the waitlist for funding, 47 non-funded independent schools and 8 affiliated and candidate overseas schools in China, South Korea, Japan, Thailand, Bangladesh, Egypt and Ghana with respect to compliance with administrative and program requirements. Ongoing support was provided including matters related to administration, governance, curriculum, resources, instruction and assessment.
- Initiated and responded to requests for professional learning opportunities for teachers, administrators, parents and school boards. Topics included: Independent education in Manitoba, Governance in independent schools for parent advisory councils, Independent school leaders policy development, Leadership and governance for independent school trustees, and Home schooling in Manitoba.
- Collaborated with International Education Branch to develop, review, and revise Memorandums of Understanding for proposed and current affiliated overseas schools.
- Received and evaluated educational plans and reports from the families of 3,000 home schooled students; liaised with homeschooling families and visited home schools as necessary.
- Liaised with community organizations including Manitoba Federation of Independent Schools, the Archdiocese of Winnipeg Catholic Schools, the Archdiocese of St. Boniface, the Ukrainian Archeparchy of Winnipeg Catholic Schools, the Manitoba Association of Christian Home Schools, the Westman Homeschool Connection and Manitoba Association of Parent Councils (MAPC).
- Liaised with Hutterian communities and school divisions on issues concerning the education of Hutterian students.
- Revised websites for funded independent schools and graduation requirements.
- Responded to queries related to graduation requirements, the mature student diplomas, out-of-province credit transfer, substitution of credits, Advanced Placement and International Baccalaureate programs, and registration of dual credits.

Early Childhood Education Activities

- Promoted and supported early childhood education through increased inter-departmental collaboration, and increased support for and the monitoring of the Early Literacy Initiative (ELI) and Early Childhood Development Initiative (ECDI) categorical grants.
- Worked with other government branches, departments and external education agencies and organizations to share information and collaborate in the area of early childhood development. Collaborated with Healthy Child Manitoba and Manitoba Early Learning and Child Care on the support document *Starting Early, Starting Strong A Framework for Early Learning in Manitoba: Birth to Six.* Continued to work with the Instructional Resource Unit to identify Early Childhood Education resources for the Education Library. Worked with the Manitoba First Nations Education Resource Centre (MFNERC) to strengthen Early Literacy instruction in First Nations schools and to establish the first Reading Recovery training centre in a First Nations community (Peguis).

- Represented Manitoba Education and Advanced Learning on the Healthy Child Provincial Advisory Committee and acted as the Department contact for the implementation of the Early Development Instrument (EDI), and other early childhood-focused committees and initiatives.
- Worked with schools and divisions to promote the importance of developmentally appropriate practices and play-based learning through a number of workshops on literacy and numeracy in early years classrooms, and the importance of play; a 3-day summer institute for new early years teachers; and a forum, *Leading for a Strong Start*, for school and division leaders.
- Provided broad support to school divisions to strengthen early literacy in a number of ways. Consultants provided guidance to school divisions initiating local research and norming projects in oral language and literacy development, assisted with the development of literacy plans, helped to design professional learning that targeted school needs, and assisted teachers with student engagement in writing.
- Worked with some school divisions' ECDI teams to help with interpreting their Early Development Instrument results to assist in planning for the divisions' early childhood development initiatives.
- Finalized the Kindergarten support document (*A Time for Learning, A Time for Joy*) that promotes play-based developmentally appropriate practices in Kindergarten classrooms.
- Provided research, data management, and statistical analysis support on specific projects to the School Programs Division (ex: Attendance Initiative, Reading Apprenticeship, Tell Them From Me, Mathematics Professional Learning Project, annual reporting on high school graduations rates, and situation-specific reporting on course registrations, marks/credits, and provincial assessments), other branches within the Department, and external stakeholders such as schools, school divisions, and education organizations. Co-ordinated the collection and dissemination of provincial education data and statistics for federal data collections (ex: pan-Canadian high school graduation rates, Network on System Level Indicators (NESLI), and Elementary Secondary Education Survey (ESES).

Special Initiatives:

During the 2014/15 year, several priority areas for government were identified. The Minister's October 7 announcement on *Closing the Achievement Gap: Success for Every Student* put an increased emphasis on improving student achievement in fundamental skills in mathematics and language arts. The Throne Speech of November 20th focused on Education for the New Economy with expanded options for career development and increased access to post-secondary courses and apprenticeship experiences while still in school. Educational success and transition to higher learning and good jobs for First Nations students is also a priority. Bridging the gap between high school and work or post-secondary training or education needs to include more supports to ensure a successful transition for all students.

English Language Arts/Literacy

- Revision to Kindergarten to Grade 12 English Language Arts curricula continued with consultations with stakeholders. Kindergarten to Grade 8 will be piloted starting in September 2015 along with voluntary implementation. System-wide implementation of Kindergarten to Grade 8 will take place in September 2016.
- The *Reading is Thinking* framework, developed to provide opportunities for students to acquire optional credits in Grades 9-11, continued to receive support for schools wishing to implement it. The framework is designed to support educators in addressing the literacy learning needs of students in senior years, so that students can develop the necessary attitudes, knowledge, skills and strategies to be successful in their learning across high school curriculum areas.
- Completed an initial three year pilot project of Reading Apprenticeship and started the second round of roll-out as part of a multifaceted provincial implementation.
- Provided professional learning opportunities and support in the areas of the English Language Arts curriculum, Literacy Planning, Quality literature (early and middle years),

Literacy learning within middle high school disciplines (Reading Apprenticeship), Reading is Thinking, Making meaning of digital text.

Mathematics

- The Mathematics Education Advisory Committee continued discussions and drafted a priorities document for consideration by the Department.
- Began development of exemplars for numeracy planning as part of the efforts to revise the divisional planning process and place a greater emphasis on use of data to support decision making around increased student achievement.
- Continued development of the Glance Across the Grades Document, which looks at targeted learnings in all four strands of the curriculum and shows the development of concepts from Kindergarten through Grade 9 and shared with the Provincial Numeracy Leaders.
- Joint Professor hired in September 2014 at University of Winnipeg with Manitoba Education and Advanced Learning paying half the salary for the first three years. The professor is working in the Department of Mathematics and in the Faculty of Education, specifically with teacher candidates for the early and middle years. A working group has been established to oversee this position and met with the professor in September 2014 to discuss plans for the year.
- Provided professional learning opportunities for Seine River School Division, Brandon School Division and Kelsey School Division in early years and middle years numeracy. Consulted with Winnipeg School Division regarding provincial Grade 12 Mathematics Achievement test results.
- Continued work on the professional development survey for teachers of mathematics and planned for a pilot in Spring 2015. Coordinated a teacher inquiry project in mathematics in collaboration with the Manitoba Education Research Network (MERN) and the faculties of education.

Career Development

- Worked with school divisions on creating Career Development plans related to the Career Development Initiative and participated in the new Career Development Professional Learning Group.
- Continued to sponsor Take Our Kids to Work (TOKW) program for Grade 9 students.
- Participated in the Rotary Career Symposium and the Brandon Career Symposium.
- Facilitated the support and training for Career Cruising – an online career development tool available to all Manitoba schools and students.
- Collaborated and supported the implementation of the Career Development Initiative.
- Provided updates to the Career Development teacher professional learning group within the department's Manitoba Professional Learning Environment (Maple).
- Initiated and responded to requests for professional learning opportunities for teachers, administrators and parents including Regional *Career Cruising* training workshops. *Career Cruising* provides access to in-depth occupational information and college, university and apprenticeship information.
- Initiated development of two paid work credits for grade 11 and 12 students who have put career development principles in action.
- Initiated development of two unpaid career exploration credits for students exploring career opportunities in a volunteer capacity.
- Initiated development of a new school division reporting and planning process describing how they will engage students from grades 7-12 in career development planning.
- Introduced refocused funding for school divisions to hire Career Development Coordinators to help connect students with local employers for career exploration opportunities.

Technology Education (Vocational, Industrial Arts, Home Economics)

- Provided consultation services to schools and school divisions regarding the expansion and/or enhancement of technical vocational programming. Support was also provided regarding the application process for additional funding support for technical vocational equipment and facility upgrades.
- Provided consultation services and programming advice to the Technical Vocational Leadership Council, which consists of principals of regional and other vocational high schools.
- Collaborated and supported the implementation of the Technology Education Plan.
- Implemented the Skills Strategy Equipment Enhancement Fund.
- Provided consultation services to Public Schools Finance Board (PSFB) and school divisions regarding the Skill Build Shops Fund.
- Continued to support and promote the High School Apprenticeship program.
- Provided oversight and approval of school division expenditures for the Technology Education Equipment Replacement Grant.

Aboriginal Education

- Supported the Advocacy and Public Information Project (APIP), initiated by the Assembly of Manitoba Chiefs (AMC) Secretariat to provide healing and reconciliation amongst youth and inter-generational survivors of residential schools.
- Supported *It's Our Time*, an initiative to develop an education toolkit intended as a resource for First Nations and non-First Nations educators and students. The proposed toolkit would provide foundational awareness of First Nations issues in Canada from a First Nations perspective. A prototype toolkit was developed by the Assembly of First Nations (AFN). Regional kits will be developed in co-ordination with the AFN. In Manitoba, the initiative is led by Manitoba Aboriginal and Northern Affairs (MANA).
- Supported the Legislative Assembly of Assiniboia (LAA) initiative. Phase One of this initiative, led by MANA, in partnership with The Manitoba Métis Federation, is to develop a resource to support teaching and learning in Social Studies about the LAA, the government formed by the Métis of Manitoba in 1870 during the Red River Resistance.
- Initiated and responded to requests for professional learning opportunities for teachers, administrators and parents including sessions on the Treaty Education Initiative in cooperation with the Treaty Relations Commission of Manitoba. Also delivered sessions in Aboriginal awareness, anti-racism and intercultural education, international language programming, EAL programming and school and divisional literacy planning.
- Conducted sessions on Transitioning Students between First Nations and public school systems in partnership with Manitoba First Nations Education Resource Centre.
- Provided workshops related to Aboriginal Perspectives including: *Grade 12 Current Topics in FNMI Studies, From Apology to Reconciliation,* Sustainability and Social Justice, and a presentation on Aboriginal Perspectives to Aboriginal Academic Achievement (AAA) teachers.

2 (c) Instruction, Curriculum and Assessment

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	7,495	104.00	8,675	(1,180)	1
Other Expenditures	4,071		3,820	251	
Assistance	966		908	58	
Total Sub-Appropriation	**12,532**	**104.00**	**13,403**	**(871)**	

1. Under expenditure reflects savings resulting from vacancies, costs for secondments budgeted in Salaries, but paid from Other Expenditures (16-2C-2) and savings related to Voluntary Reduced Workweek (VRW) and to a lower than anticipated requirement for casual staff and markers.

Program and Student Services

The mandate of the Program and Student Services Branch (PSSB) is to work inter-departmentally, with educators and with families to promote and support the effective development and implementation of provincial policies, programming and planning and priority initiatives that support the educational success for students with exceptional learning needs in the K-12 educational system in Manitoba. The Branch provides leadership within the Department in working with school divisions and communities to implement the appropriate educational regulations and standards through consultation, in-servicing and support tools. Support for the implementation of Appropriate Educational Programming, an amendment to *The Public Schools Act* and the Standards for Student Services continue to be a priority for the Student Services Unit.

The Branch is organized into three units, in addition to the Manitoba School for the Deaf (MSD), with the following functions:

- **The Student Services Unit (SSU)** provides support to school divisions and funded independent schools in the provision of appropriate educational programming. The Unit works with school divisions, community partners and partner departments to meet the needs of students who have exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or special health-care needs. This includes administering special needs funding to students requiring extensive support with educational programming. The Unit also provides information and assistance to school divisions, including funded independent and band-operated schools, to ensure the Department's appropriate educational programming standards, policies and guidelines are effectively implemented. The Unit facilitates a stronger link among schools, families and communities through the provision of parent-friendly support materials, information-sharing sessions for families, Northern Learning Support Center, and partnerships with organizations that provide a voice to parents in the education system. The Unit provides consultant and professional support for school divisions, school teams (support to teachers and clinicians), and direct teaching support to students who are blind or visually impaired. In collaboration with the Educational Resources Branch, the Unit provides access to special learning materials (Braille, large print, audio and electronic formats) for students who are blind or visually impaired. The Unit provides access to assistive technology to school divisions on a trial basis through the Assistive Technology Lending Library. School improvement activities are supported through school and divisional planning and the Planning in Education Initiative. The Unit also monitors accountability for special needs funding and appropriate educational programming through a Special Needs Review and Reporting Process. One of the Unit's priorities is the education of Aboriginal students, particularly those with exceptional needs. The Unit provides additional consultative and professional support to school divisions in rural and northern Manitoba where specialist support is not easily accessed.

- **Deaf and Hard of Hearing Services Unit (DHH)** includes the Manitoba School for the Deaf (MSD) and the Consultant Outreach Team (COT). The COT provides consultative support, resources and information to school divisions and funded independent schools with respect to educational programming, standards, policies and guidelines for students who are DHH and particularly students who attend school in rural or northern Manitoba. Staff collaborate with divisions and partner organizations such as the Society for Manitobans with Disabilities (SMD) and Central Speech and Hearing Clinic (CSHC) to support students. The Unit also supports the various departmental priorities through collaboration with other departments and the Manitoba First Nations Education Research Centre (MFNERC). The Unit provides support for DHH Aboriginal students who live in rural and northern communities or attend the School for the Deaf. In collaboration with Aboriginal Affairs and Northern Development Canada, the DHH Unit also supports DHH students living in First Nations Communities on a limited basis.

- **The Financial and Administration Unit** provides administrative support and financial management services to the Branch and co-ordinates reporting processes in response to government requirements. The Unit provides support to both the Program and Student Services Branch and the Manitoba School for the Deaf.

The following information highlights the major activities of the Branch and units:

Branch-wide

- Implemented the recommendations from the Office of the Auditor General (2011). All recommendations have been implemented.
- Met regularly with the Student Services Inclusive Education Advisory Committee.
- Convened, at the request of the Minister of Education and Advanced Learning, a Task Force on Special Needs Funding.
- Participated in the inter-departmental initiatives related to Inclusion, Diversity, Mental Health, and Healthy Children and Youth.
- Participated with partners in Healthy Child Manitoba to develop protocols that provide direction on matters that have a cross-jurisdictional focus such as school safety, mental health, children in care and youth involved in justice.
- Represented Education and Advanced Learning on the intergovernmental committee working on Jordon's Principle.
- Communicated and collaborated with school divisions on a regular basis in support of initiatives that were a priority for both school divisions and the Department. Priorities included integration of Aboriginal perspectives, increased involvement of families and community, appropriate educational programming, supporting children and youth with mental health concerns, safe and caring schools, the reduction of bullying behaviours and school-wide behaviour management.

Student Services Unit

- Continued leadership role within the Department in working with school divisions and communities to implement the appropriate educational regulations and standards through consultation, in-servicing and support tools. Support for the implementation of Appropriate Educational Programming, an amendment to *The Public Schools Act* and the Standards for Student Services continue to be a priority for the Student Services Unit.
- Worked with school divisions to ensure effective implementation of the Department's appropriate educational programming standards, policies and guidelines. This included a Review and Reporting Process in 1/3 of divisions each year.
- Administered the Special Needs Categorical Funding process for students requiring extensive support in educational programming. The student-specific application process and the review of applications continue to have the goals of portability and maximum/multi-year funding.
- Provided professional development opportunities on an ongoing basis in areas that include:
    - Student Services Planning & Administration, individual educational planning, policy implementation
    - The Special Needs Funding Process
    - Core competency areas of special education/appropriate educational programming, resource support, academic achievement for students, transition planning

  - Positive behaviour planning, classroom behaviour management, autism, mental health and severe and complex behaviour management
  - Annual orientation sessions for Student Services Administrators, principals and resource teachers
  - Counselling, speech language, psychology and social work leadership and practice
  - Specific learning disability areas
  - Wrap-around planning and complex programming support
  - Planning for Positive Mental health
  - Inclusive schools and teaching practice including co-teaching and universal design
  - New policy and support documents
  - Other requested topics
- Expanded and enhanced the assistive technology resources available to support students with learning, sensory, and communication disabilities.
- Led a number of initiatives in Safe and Caring Schools, Attendance, Northern Learning Resource Center and Student Services to support inclusive and positive schools.
- Held the Annual Summer Institute for educators in current student services topics.
- Supported the implementation of the provincial report card for students with special needs.
- Provided clinical supervision on request for speech/language pathologists, social workers and psychologists employed by school divisions in rural and northern Manitoba.
- Provided school division student-specific consultations for children with a broad range of special needs including those with severe multiple disabilities, autism, emotional/behavioural disorders, challenging behavior, and extensive learning and communication disorders.
- Provided itinerant support to blind/visually impaired students in their local schools across the province. Services were provided in collaboration with the local school team and included direct teaching, modeling lessons, specialized teaching (Braille), supporting the Individual Education Planning process, academic programming, as well as providing workshops and consultative support to educators. The consultants within the Blind/Visually Impaired Services provide direct programming, consultative services and material support to school divisions and funded independent schools for programming to blind/visually impaired K-12 students. In collaboration with the Educational Resources Branch, the consultants for the blind/visually impaired supported schools in programming for students. The supports include Braille, the long-term loaning of specialized technology/adaptive equipment, as well as orientation and mobility training.
- Provided distance technology, which is used daily to support rural and northern students and staff.
- Provided a lending library of specialized assistive technology for schools that are programming for students with a wide range of special needs.
- Worked collaboratively with the departments of Justice, Family Services and Health on a number of initiatives and frameworks to support an inter-departmental approach to supporting children and youth. Met regularly with the 37 School Division Student Services Administrators to share information, consult and plan on future initiatives.
- Released the document *Supporting Inclusive Schools: A Handbook for Resource Teachers in Manitoba Schools* and provided professional learning opportunities on request.
- Facilitated the implementation of the justice transition protocol and suicide prevention protocol.
- Provided inter-departmental training sessions and ongoing support for Planning and Support Protocol for Children in Care, Wrap Around Planning Process, and School Based Suicide Prevention.

Deaf and Hard of Hearing Services Unit

- Provided consultative and specialized direct support to students who are Deaf and Hard of Hearing (DHH) in their local schools. Services were provided in collaboration with the local school team and included direct instruction/therapy, modeling lessons, supporting the

Individual Education Planning process, academic/social emotional/self-advocacy programming, as well as providing workshops and consultative support to educators.

- Provided support, on request, to teams involved with students who are DHH. This service included supporting schools in meeting individualized goals as identified by school teams (academic, speech and language, and ASL).
- Continued to increase capacity of the unit to provide support to schools that have DHH students who use spoken language.
- Provided, on request, assessment of division staff interpreting skills to assist human resources departments with their hiring and placement process.
- Provided assessment of high school students' American Sign Language (ASL) skills for the ASL Challenge Credit.
- Provided assessment of The Winnipeg School Division students' ASL skills (all ages) to assist the division with programming and meeting student needs. Assessments will occur again next year.
- Supported the Canadian Association of Educators of the Deaf and Hard of Hearing in providing a professional development opportunity for professionals and organizations in the field.
- Hosted its *"10th Forum on Deaf and Hard of Hearing Education in Manitoba"*; which is an opportunity for professionals working within the field to share information regarding programs and projects, discuss research and network.
- Continued to organize provincial Networking Days to support the learning and social interaction of Manitoba's Deaf and Hard of Hearing students, as well as the staff who work with them.
- Participated with Health and Family Services staff in the Children's Therapy Initiative Audiology Group (CTI) working on the development of a central intake process for students who are DHH.
- Led local research on the new Bilingual-Bimodal early years programming at Manitoba Scholl for the Deaf (MSD).
- Continued leading and working with the Provincial Inclusive Education Committee (which has representation from Manitoba Education and Advanced Learning, Central Speech and Hearing Clinic (CSHC), Society for Manitobans with Disabilities (SMD) and Professional Teacher of the Deaf Network) to collaborate on professional development opportunities for Manitoban teachers working with students who are DHH.
- Worked in collaboration with SMD to provide programming opportunities and family support.
- Held virtual classes at MSD for signing students who live in northern or rural areas.
- Created and distributed: a provincial calendar of events for DHH students and school teams, and a provincial brochure outlining Manitoba Education and Advanced Learning DHH services.
- Revised the document *Educators' Resource Guide: Supporting Students Who Are Deaf and/or Hard of Hearing* and the *Deaf and/or Hard of Hearing Toolkit: Guide to Resources*. The revised documents were posted online in the fall of 2014.
- Continued to provide learning opportunities/workshops/presentations for classroom, school, and division-wide and provincial inservices. Workshops/presentations were also provided for university classes and community groups upon request.
- Chaired a Cochlear Implant Research Committee with representation from the service providers in Education and Advanced Learning, Family Services, and Health.
- The Outreach Team members and resource staff from MSD provided specialized services including teacher of the DHH, psychology, social work, audiology, speech language pathology, reading, guidance, ASL specialist, spoken language specialist and ELA support for students who are DHH and attending schools in their home community. Spoken Language Consultants were recently added to this team and they will provide support to students who receive Auditory Verbal Therapy and/or require intensive auditory and speech language support.

Rural and Northern Initiative

- Continued to provide enhanced support to rural and northern school divisions. Consultant time is assigned to rural and northern school divisions in the area of student services to provide enhanced training in learning disabilities, programming and support in adaptive technology, student-specific consultation, clinical supervision and resources.
- Moved the Video Conferencing/Northern Support Centre to The Pas from Thompson in the summer of 2012. Due to a fire, the centre has been under construction in 2014/15 and temporarily housed in the community.
- Utililized extensively the video conferencing classrooms in Manitoba Education and Advanced Learning and in school divisions to provide professional learning opportunities for teachers, clinicians, educational assistants and other professionals, as well as provide case conferencing with specialists from PSSB around student-specific planning.
- Administered the Rural and Northern Bursary. The goal of the bursary is to support school divisions in the recruitment and retention of clinicians such as psychologists and speech language pathologists in hard to fill areas.
- Increased the Branch's capability to provide professional learning opportunities in a variety and/or combination of methods including online courses, video-conference, u-stream, summer institutes and in-person; this applied especially with school teams in rural and northern schools/divisions. Educators and clinicians from across the province regularly participated in a series of workshops in the area of Mental Health either in person, via video conferencing, and/or through u-stream.
- Continued the Access Technology initiative by providing rural and northern school divisions access to adaptive equipment and software for short-term loan.

Special Initiatives

- Continued to work with the Youth Justice Educational Intake Team, in partnership with Manitoba Justice and The Winnipeg School Division. The Team is comprised of two specialist teachers who work in the Youth Corrections Division to ensure that youth who are incarcerated receive the necessary assessments to assist in planning for continued educational programming both while incarcerated and when the youth transitions into the community. The primary goal of the Intake Team continues to be identifying potential learning difficulties and planning for educational programming while the youth is incarcerated and while they transition to the community.
- Provided a leadership role in identifying issues related to School Attendance.

Document Production

- Continued development of in-progress documents: *Whole-School Approach to Safe and Caring Schools*, Support Document on Learning Disabilities, and the Fair Assessment Guide for blind/visually impaired students.
- Revised: the Standards for Student Services, the formal Dispute Resolution process, Whole School Approach to Safety and Belonging, and Addressing the Needs of Students with Learning Disabilities documents.

Additional Activities/Field Support

The Branch continues to work with school divisions and communities to support the implementation of the following documents:

- *Appropriate Educational Programming in Manitoba: Standards for Student Services*
- *Appropriate Educational Programming: Handbook for Student Services*
- *Working Together: A Guide to Positive Problem Solving for Schools, Families and Communities*, and accompanying brochure
- *Working Together: A Guide for Parents of Children with Special Needs*, and accompanying brochure
- *A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder*

- *Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying*
- *Services for Students Who Are Blind or Visually Impaired*
- *Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community*
- *Education and Child and Family Services Protocol for Children and Youth in Care*
- *Mental Health Promotion in Schools*
- *Reporting of Child Protection and Child Abuse*
- *Educators' Resource Guide Supporting Students Who Are Deaf and/or Hard of Hearing*
- *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPS)* (2010)
- *Educational Assistants in Manitoba Schools*
- *Working Together: A Parent's Guide on Transitioning Youth to Community*
- *Not in My School – Learn how you can help stop bullying at school and in your community* brochure
- *Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach*
- *Speaking and Listening; First Steps to Literacy*

Service/Funding Agreements

- Managed a number of Program Agreements with educational partners and school divisions including:
    - Behavioural Health Foundation
    - The Louis Riel SD – Inter-divisional Student Services Program (ISSP), STEP, IPSA
    - Marymound Inc. – School, Youth Emergency Education Service
    - Manitoba School Boards Association - Safe Schools Manitoba
    - The Kelsey SD – Northern Learning Resource Centre
    - New Directions –Training Resources for Youth (TRY) Program
    - The Red River Valley SD – ISSP
    - The River East Transcona SD – ISSP
    - The Winnipeg SD – ISSP, IPSA
- Through a Letter of Agreement with Nunavut 3 staff–a Consultant for the Deaf/Hard of Hearing, a Consultant for the Blind, and a Consultant for Autism travelled to Nunavut to support several students in their home communities.
- Work with the Manitoba Alliance for Universal Design for Learning in Education (MAUDeL) through the University of Manitoba as one of the ways to support inclusive education strategies and supports in Manitoba.

Inter-departmental Co-ordination of Services

Continued staff involvement in several inter-agency projects including:

- Transition Planning for Youth aged 16-21
- Specialized Services for Children and Youth
- Fetal Alcohol Spectrum Disorder (FASD) Strategy Steering Committee
- The Provincial Advisory Committee on Child Abuse
- The Multi-jurisdictional Implementation Team (sexually-exploited children)
- Consultation Committee on Education for Children who are Deaf and Hard of Hearing
- Children's Therapy Initiative Audiology Group (CTI)
- Canadian Association of Educators of the Deaf and Hard of Hearing
- The Manitoba Association of Visual Language Interpreters
- Autism Steering Committee
- Transforming Futures – Red River College
- Mental Health Strategic Plan Working Group
- Jordon's Principle Working Group

The Branch continued its involvement at inter-departmental levels and provided leadership to facilitate service co-ordination of children with multi-dimensional service needs, and their families, receiving services from several departments and/or agencies (Education and Advanced Learning, Family Services, Health, Justice and Healthy Child Manitoba). The various working groups continue to collaborate to ensure service systems deliver co-ordinated services and utilize resources in an integrated manner when serving children and their families with complex service needs including:

- Disabilities Issues Office – Accessibility Action Plan
- Inter-departmental co-ordination of services for children and adolescents with severe to profound emotional/behavioural disorders and mental health
- Healthy Child Manitoba – Interdepartmental Planning and Coordination Committee, with a focus on the following strategies: FASD, Autism, Mental Health, Sexually Exploited Youth, Domestic Violence, and specific initiatives such as PAX and COACH
- Children's Therapy Initiative
- The Unified Intake and Referral System (URIS)

Sustainable Development

PSSB staff consider the long-term impacts of decisions regarding its programs/services on the economy, the environment and the health and well-being of people (ex: the "needs of the public" are kept in mind when programs are being developed and/or implemented). The Branch carries out management procedures in line with sustainable development including decision-making, planning, budgeting and procurement processes. Sustainable Development procurement action plans have been developed. The Branch implemented waste reduction activities in co-operation with Waste Stream Services within all Branch offices.

Fuel consumption has been reduced by decreasing staff travel with a general guideline of using alternative ways to deliver services one day a week. Staff are encouraged to utilize electronic rather than paper files and the Branch has increased its use of electronic notices to stakeholders in the field. In addition to day to day functions, the boardroom houses a video conferencing system. This system allows the Branch to consciously reduce its carbon footprint by reducing travel and still maintaining contact with schools. The video conferencing capabilities have allowed "face to face" meetings without the travel requirement. School divisions have opted to have staff participate in learning opportunities, and in consultation processes, using video conferencing with the advantage of enabling more participants, reducing costs and reducing travel. In addition, the Branch uses e-communication which allows "one-to-one" meetings with students, teachers and families using the video phone booth or GoToMeeting capabilities.

A "green" boardroom, established in 2008, has procedures and usage policies to support minimal environmental impact. All caterers are informed of the "no styrofoam, no plastic" requirement.

2 (d) Program and Student Services

Expenditures by Sub-Appropriation	**Actual 2014/15 $000**	**Estimate 2014/15 FTE**	**Estimate 2014/15 $000**	**Variance Over (Under) $000**	**Expl. No.**
Salaries and Employee Benefits	3,400	45.00	3,691	(291)	
Other Expenditures	940		1,135	(195)	
Assistance	121		130	(9)	
Total Sub-Appropriation	**4,461**	**45.00**	**4,956**	**(495)**	

Educational Resources

The mandate of the Educational Resources Branch is to provide support to the School Programs Division, other areas within Manitoba Education and Advanced Learning, other departments, educators and students through the production and distribution of print and non-print educational resources. The Branch ensures educator access to resources through the Instructional Resources Library, the K-12 website, Manitoba Professional Learning Environment (Maple), and student access to the alternative format material collection for those who are blind or visually impaired.

The Branch is organized into three units:

- The Media Production Services Unit (MPSU)
- The Instructional Resources Unit (IRU) (Manitoba Education Library)
- Document Production Services Unit (DPSU)

Media Production Services Unit

The Media Production Services Unit (MPSU) consists of Technology and Resource Production. The unit provides support and services to Manitoba K-12 educators, students and departmental staff in the following areas:

- Production of multimedia projects to support the Manitoba curriculum, for multi-channel distribution.
- Leadership, production and support in the development and maintenance of the Education (English) websites, which provide information, resources and services to departmental staff and educational community.
- Provision of the following:
    - On-going support and promotion of Maple. This closed platform is available to Manitoba educators and is a place to deliver on-line professional learning opportunities and resources, with a particular focus on rural and northern areas. There were over 4,300 registered users with 172 communities of practice.
    - Administration of the Workshop Registration System (WRS), a single point of on-line registration for a wide range of professional learning opportunities offered by Manitoba Education and Advanced Learning.
    - In addition to general website design, development and maintenance support, staff also supported priority project areas both for the Department and for external partners.
- Production, cataloguing, and circulation of alternate format materials in Braille, tactile drawings, large print, e-text and audio books, for K-12 and post-secondary students in Manitoba who are print disabled.
- Participation, along with other Canadian jurisdictions, in the implementation of the Universal English Braille Code (UEB), a revised Braille code for visually impaired students.
- For 2014/15, production activities included:
    - Braille: 111 titles, 2,717 tactile drawings, and 5,524 worksheets
    - Electronic Text: 107 titles
    - Large Print: 132 titles
    - Audio Book: 161 titles
    - Support for Independent Study Option Distance Learning Courses
- Circulated 3,498 Alternate Format resources to 438 students in Manitoba.
- Worked inter-provincially to share resources, reduce costs, and research best practices for the benefit of students with print disabilities in Manitoba. Inter-library loans resulted in cost savings for Manitoba and Canadian jurisdictions: Manitoba borrowed 151 titles (an equivalent of $218,550) and loaned 45 titles (an equivalent of $39,500) in alternate formats.
- Added 823 resources to the Alternate Format Collection catalogue.
- Provided the Vision Screening program, in which 26 school divisions and 8 funded independent schools participated.

- Introduced a new online service in June 2014, where authorized resource teachers are able to directly download titles in MP3 audio file format. Approximately 360 MP3 titles were downloaded between June 2014 and March 2015.
- Catalogued and physically processed resources (ex: DVDs, kits, books, CDs, streamed video, eBooks) for the Library Resources Unit. 1,455 new resources and 2,480 new copies were entered in the catalogue and processed.
- Provided online customized cataloguing records to Manitoba school libraries via WebExport.

Instructional Resources Unit

The Instructional Resources Unit (IRU) (Manitoba Education Library) provides Manitoba educators, teachers-in-training, homeschooling parents, early childhood educators, and departmental staff with library resources and services to support classroom activities, curriculum implementation, educational research and professional learning. The following data and services describe the range of IRU activities:

- Registered 12,776 clients (increase of 1,321).
- Circulated 63,148 resources from the main collection.
- Fielded 3,316 reference queries and completed 3,668 orders.
- Presented 59 library orientation sessions, prepared 12 library displays and made 4 conference presentations.
- 30,000 visits to the Library's website.
- 70,000 searches in the Library's electronic collections and databases.
- 462,747 searches in the Library's catalogue.
- Added *Canada: a people's history* (17 episodes) and 68 other titles to the Library's online streaming collection.
- Streamed *CBC News in Review* to Manitoba schools.
- 1,116 programs streamed from the Library's online streaming collection.
- Added 895 eBooks to the Library's collection.
- Added EBSCO Discovery Service to allow the searching of all Library holdings (print and electronic) via one search.
- Upgraded Online Catalogue to have a more user-friendly design for searching electronic resources such as eBooks and video streaming.

Document Production Services Unit

The Document Production Services Unit (DPSU) responds to the priorities of the School Programs Division, the Bureau de l'éducation française and the Aboriginal Education Directorate. Staff are responsible for those tasks and functions that relate to bringing documents (print and electronic) to final form.

DPSU continues to:

- edit and design quality provincial resources (print, electronic, interactive) produced by the School Programs Division, in accordance with departmental and professional publication standards
- co-ordinate copyright clearance procedures in accordance with copyright legislation and agreements and serve as a resource to department staff on copyright issues
- process and respond to copyright permission requests from other provinces, departments and the public
- focus on improving the accessibility of documents
- serve as departmental representative for communicating with Communications Services Manitoba

The English and French resources (print and online) produced by DPSU in 2014/15 include the following:

- 57 Curriculum Support materials (documents, posters, brochures)

- 3 Policy documents
- 7 Independent Study Option courses
- 3 Newsletters and Monographs
- 23 Provincial Test Support documents
- 20 Provincial Applied Mathematics Achievement Test documents
- 16 Provincial Essential Mathematics Achievement Test documents
- 24 Provincial Pre-Calculus Mathematics Achievement Test documents
- 16 Provincial English Language Arts Test documents

Sustainable Development

The Educational Resources Branch staff consider the long-term impacts of decisions regarding its programs/services on the environment. Branch staff are encouraged to use electronic rather than paper files. An increased awareness of the website has been promoted to school divisions and outside agencies.

2 (e) Educational Resources

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	3,404	59.20	3,746	(342)	
Other Expenditures	1,185		1,198	(13)	
Total Sub-Appropriation	**4,589**	**59.20**	**4,944**	**(355)**	

Manitoba Text Book Bureau

Manitoba Test Book Bureau operates as a Special Operating Agency. It receives no financial support from the Department and therefore is not required to provide financial information for the Education and Advanced Learning Annual Report. It produces its own annual report under a separate cover.

The most recent Annual Report can be found at: http://www.edu.gov.mb.ca/annual_reports.html

Bureau de l'éducation française

The mandate of the Bureau de l'éducation française (BEF) Division is to develop, evaluate and administer policies and programs relating to French-language education. The Division is made up of four branches: Curriculum Development and Implementation Branch, Educational Support Services Branch, Official Languages Programs and Administrative Services Branch, and Library and Materials Production Branch. Together, the branches provide a complete range of services, including all of the programs emanating from the Canada–Manitoba Agreement on Minority-Language Education and Second-Language Instruction. The Division's clientele includes the Français and French Immersion schools, and the schools offering Basic French courses. The Division also maintains a liaison with the Université de Saint-Boniface.

It should be noted that in the 2014/15 school year, 5,522 Francophone, 22,720 French Immersion, and 57,874 Basic French students benefited from the services of the BEF Division.

Division Administration

The Division Administration Office provides leadership with respect to the development, implementation and review of policies and programs related to French-language education in Manitoba. The activities of the office include the co-ordination of policies, programs and budget development and implementation; facilitation of intra-divisional and inter-departmental linkages; and collection and analysis of information in support of departmental and divisional priorities. Most specifically, the BEF Division has identified the following three priorities:

- Improving the academic performance of students enrolled in the Français and French Immersion programs in the area of literacy and numeracy;
- Improving the teaching and learning of Basic French;
- Supporting the delivery of the French Immersion program in rural and northern Manitoba.

The BEF is the lead for the Department to implement a strategy on rural education and a strategy focusing on science education. The Department continues to work with school divisions to implement various measures designed to provide enhanced support in these two areas.

3 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	193	2.00	197	(4)	
Other Expenditures	255		257	(2)	
Total Sub-Appropriation	**448**	**2.00**	**454**	**(6)**	

Curriculum Development and Implementation

The Curriculum Development and Implementation Branch develops French as a First Language (FL1), French as a Second Language – Immersion (FL2–I) and Basic French curricula. The Branch has two principal mandates. Firstly, it is responsible for developing French education curricula.

These curricula provide the basis for instruction, learning and assessment in various subjects and courses. Secondly, it is responsible for supporting and facilitating the implementation of the curriculum documents designed to guide student learning.

In addition to these two principal mandates, the Branch fulfills other standing and occasional responsibilities, including the following:

- developing curriculum supplements to support instruction, learning and learning assessment;
- collaborating with the School Programs Division on the development and implementation of policy documents;
- developing a directory of educational resources to support curriculum implementation;
- registering School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs);
- supporting the integration of information and communication technology (ICT) in Manitoba schools;
- developing the French version of the Department of Education and Advanced Learning website;
- developing distance learning courses (in hard-copy and electronic formats); and
- developing policy documents.

The Branch supports the assessment instruments developed by the Educational Support Services Branch (for learning assessment in *Lecture*, FL1 and FL2–I) and Instruction, Curriculum and Assessment Branch (for learning assessment in *Notions de calcul, Mathématiques, Anglais* and English LA – Immersion).

The Branch also consults with school administrators and teachers on these projects and shares information on curriculum orientation, testing and implementation.

It should be noted that the learning outcomes for Science have been developed at the pan-Canadian level and those for Mathematics at the Western and Northern Canadian (WNCP) level with British Columbia, Alberta, Saskatchewan, the Yukon, the Northwest Territories and Nunavut. The existing *Anglais*, English LA – Immersion, Français FL1, Français FL2–I curricula have been developed at the WNCP level. New curricula are under development in the language arts and will be piloted in the fall and winter of the 2015/16 school year. Curricula for Social Studies, Physical Education/Health Education, Arts Education and French (English Program) have been developed at the provincial level.

Work related to curriculum development and/or implementation continued in all school subjects. As well, in 2014/15, the Branch has continued to support implementation of the new provincial report card.

BEF has also worked on other projects that will continue into the 2015/16 school year:

- Support initiatives as they relate to Department priorities, particularly in the area of student achievement in literacy and numeracy.
- Supporting teachers by mapping out essential learnings and priority areas in the provincial curriculum.
- Supporting students and their parents by introducing new homework supports.
- Support new initiatives as they relate to career development and skills and trades opportunities for students.

Anglais and English Language Arts–Immersion

Work on the new Anglais and English Language Arts-Immersion curricula began late in the 2013/14 school year. The curriculum consultant continues to collaborate with the Instruction, Curriculum and

Assessment Branch (ICAB) consultants to develop the foundations of a new ELA curriculum. The Anglais and ELA-Immersion consultant worked with ELA consultants from ICAB and BEF's Français consultants to ensure Language Arts curricula had similarities and coherences where applicable. The consultant is now focussing her attention on the Anglais (Grades 4-8) and English Language Arts-Immersion (Grades 1-8) curriculum for the 2015/16 school year and is working with representatives of the Français and French Immersion programs to tailor the curriculum to the needs of their learners.

The BEF, in conjunction with the Division scolaire franco-manitobaine (DSFM), continues to work with teachers, division co-ordinators and student services personnel in the development of programming in the areas of literacy, academic learning, language learning and numeracy for refugee newcomer students with little or no schooling in Grades 5-12. As a result of this collaboration, the *Cours d'actualisation scolaire pour les apprenants nouveaux arrivants* (CASANA) framework is in its final stages of editing and will be launched in September 2015. The framework focuses on literacy (language arts infused with science and social studies) and numeracy. The framework addresses the needs of newcomer students with interrupted schooling in both the Français and French Immersion Programs.

During the 2014/15 school year, further work was done, in conjunction with the DSFM, that focussed on the developmental stages used to support initial assessments for placement and programming, instruction and on-going assessment for newcomer students with interrupted schooling for Grades 5-8.

The BEF collaborated with the School Programs Division to develop K–12 curricula for English as an Additional Language (EAL) and for newcomer students in FL1 and FL2-I schools. The BEF continues to contribute to the development of practices and guidelines related to EAL and Intensive Newcomer Support.

In the spring of 2015, a large number of requests were received from school divisions across Manitoba to support newcomer students to the French Immersion program with both the English and French languages. Since the need for support varies throughout the province, the consultant has responded to these requests on an individual basis. In the 2015/16 school year, efforts will be made to focus on adapting the document *L'accueil, l'accompagnement et la mise à niveau scolaire des apprenants nouveaux arrivants dans les écoles offrant le programme français* to reflect the particular needs and context of the French Immersion Program with regard to newcomer students.

Arts Education

During the 2014/15 school year, the Arts Education curriculum consultant provided pedagogical support and workshops to teachers, school administrators and divisional curriculum consultants as required for K to 12 Dance, Drama, Music and Visual Arts.

During the 2014/15 school year, the BEF continued to work closely with ICAB to finish development of the Grades 9-12 curriculum frameworks for Dance, Drama, Music and Visual Arts. The Grades 9-12 Curriculum Frameworks Implementation Committees were initiated and provided useful feedback to the BEF. The final versions of the Dance, Dramatic Arts, Music and Visual Arts frameworks will be posted before the beginning of the 2015/16 school year for system-wide implementation. A curriculum "at-a-glance" poster has been created and will be printed and sent to schools in the French and French Immersion programs. Professional development orientation sessions will be announced for the 2015/16 school year. An Arts Education administrator's handbook is currently under development and will be available during the next school year.

In co-operation with the School Programs Division, the BEF was involved in the organization of the *Celebrating Music in Manitoba Schools* project. For the second time, a Music Month concert was held in French at the Legislature. Participating FL1 and FL2-I schools treated the audience to a number of French musical compositions.

The curriculum consultant continued to develop materials to support the implementation of the K-8 frameworks. In partnership with the Direction des ressources éducatives françaises (DREF), video glossaries have been produced for Dance and Visual Arts disciplines. The Dance glossary has been posted on the Department's website and the Visual Arts glossary will soon be posted.

French (English Program) (FL2–B)

The curriculum consultants completed and supported the implementation of the *Manitoba Curriculum Framework of Outcomes for French: Communication and Culture, Grades 4-12*. Professional learning sessions in support of this implementation were given throughout the province by the curriculum consultants. The document is available on the French (English Program) webpage.

A number of workshops, which focused on the literacy-based approach to teaching and learning French with the integration of culture, were provided to K–12 teachers throughout the province. Upon request, sessions tailored to meet specific needs were offered in various school divisions and independent schools. The summer institute was held in Winnipeg from August 5-8, 2014 and 35 teachers were actively involved in learning about the literacy-based approach to teaching and the importance of integrating French culture in their teaching.

The curriculum consultants are revising the draft support document *En route vers le succès langagier* to align it with the outcomes and the literacy-based approach in the new framework. They continue to work in collaboration with the DREF to update and review resources available to Kindergarten to Grade 12 teachers.

BEF supported the implementation and continued success of the Intensive French (IF) approach in several school divisions: Pembina Trails, Seine River and Border Land. These divisions offer Intensive French, Enhanced French or both. The following support was offered by the BEF for those school divisions involved or interested in either Intensive or Post-intensive French: classroom visits, professional development, review of support materials and current resources and meetings with divisional administration. In addition, promotional and informative presentations were made to parent and student groups. The curriculum consultant aided in the assessment and evaluation of student progress.

The curriculum consultants supported the development of the French questionnaires for the review of French language education in Manitoba.

As in the past, the curriculum consultants continued to work collaboratively with partners such as curriculum consultants from the school divisions, the universities, the Manitoba Association of Teachers of French (MATF), Canadian Parents for French (CPF) and the Canadian Association of Second Language Teachers (CASLT).

French as a First Language (FL1)

Through consultations with the DSFM, the K-8 curriculum consultant has developed a K-12 curriculum model that would underpin the new Français FL1 curriculum. The new curriculum has been inspired by the Ontario, New Brunswick and WNCP work in this area. Piloting of the new curriculum will begin in the fall of 2015.

The Grades 9-12 curriculum consultant continues development work on the Grades 9-12 curriculum. The consultant also continues to support teachers in the implementation of existing Français FL1 curriculum and, in partnership with the assessment consultants, works to promote effective classroom-based assessment and communication practices that maximize learning for all students.

The BEF consultants provided pedagogical support to the DSFM teachers when requested.

The K-8 curriculum consultant worked closely with Healthy Child Manitoba to provide the DSFM with a French version of the Early Development Instrument (EDI) results.

The K-8 curriculum consultant has begun the translation and the adaptation of the Early Childhood Education Unit's support document *The Early Years: A Time for Learning, A Time for Joy.*

Français (French Immersion)

New curricula are being developed for Français (French Immersion). The consultants developed a K-12 model that would underpin the new Français (French Immersion) curriculum. The new curriculum is being developed based on the WNCP work in this area, in which Manitoba was the lead. The new K-8 curriculum will be piloted in the 2015/16 school year. Work is ongoing on the Grades 9-12 curriculum.

The BEF consultants provided pedagogical support and professional development to teachers, school administrators and divisional curriculum consultants by responding to requests from the field.

The Grades 9-12 curriculum consultant continues to support the implementation of the existing Français (FL2-French Immersion) curriculum and, in partnership with the Assessment consultants, promotes effective classroom-based assessment practices. The K-8 curriculum consultant is currently participating in various projects which focus on assessment, data collection and interpretation and reporting of student progress. Work is ongoing and will continue into the 2015/16 school year.

A developmental reading continuum – *La lecture: un processus en construction* – targeted at Grades 1 to 6 teachers, was published and sent to schools during the 2013/14 school year. This resource was the focus of several professional development opportunities for K-6 teachers during the 2014/15 school year.

The Grades 9-12 curriculum consultant continued to develop the Droit 12^{e} année (Grade 12 Law) Framework of outcomes for both the Français and French Immersion programs. It will be available to schools in the 2015/16 school year.

Mathematics

The BEF worked closely with the Instruction, Curriculum and Assessment Branch on the development of a more balanced approach for outcomes and achievement indicators of the Grades 9-12 Mathematics curriculum. Grades 9-12 frameworks of outcomes (Programme français and Programme d'immersion française) are available online. Changes to the front matter to reflect the changes made to the revised K-8 curriculum were made and textual elements to emphasize outcomes or achievement indicators were added.

The BEF continued its partnership with the DSFM, providing K-9 and Grade 10 *Mathématiques au quotidien* teachers with several workshops and training sessions for the PRIME diagnostic resource. These sessions are part of a larger in-service training program for all K-9 and *Mathématiques au quotidien* teachers in the DSFM that aim to improve teachers' understanding of Mathematics.

On request, workshops were offered to new K-8 teachers from DSFM as well as to teachers of French Immersion school divisions. The BEF continued its partnership with Pembina Trails School Division and some schools from the Winnipeg School Division and provided K-8 teachers (including pre-service teachers from USB) with several workshops and training sessions for the PRIME diagnostic resource. The BEF was asked to offer similar workshops in northern Manitoba through its Collabaunord project. These workshops were also based on the PRIME diagnostic resource and will continue in the 2015/16 school year.

The Senior Years Mathematics consultant continued to develop distance learning courses for both FL1 and FL2-I students; *Mathématiques au quotidien 12^e^ année* course is now completed and available. The Mathematics curriculum consultants lead a committee of teachers in developing learning objects. These learning objects will support teachers with the implementation of curriculum and improve children's understanding of Mathematics concepts in the four strands.

Work has been undertaken on mapping out essential learnings and priority areas in the Mathematics K-8 provincial curriculum. Also, work has begun on developing learner profiles and exemplars to support teachers as they report on student achievement in the provincial report card.

The BEF continued to work closely with ICAB on the implementation of Mathematics assessments for Grade 3 and for the Middle Years. BEF and ICAB also developed a new mental math document, Calcul mental, *Mathématiques au quotidien 10^e^ année* which will be available to the field for the 2015/16 school year. The BEF also worked on the development of provincial tests for Grade 12 Mathematics courses.

Physical Education/Health Education (PE/HE)

The BEF's PE/HE curriculum consultant has continued to play a lead role in department initiatives to promote safe and caring schools, particularly in support of the anti-bullying action plan and Bill 18, *The Public Schools Amendment Act (Safe and Inclusive Schools)* which was passed in the Manitoba Legislature on September 13, 2013.

Activities conducted in 2014/15 which resulted from the department's anti-bullying action plan and the amendment to *The Public Schools Act* included:

- MB MyGSA Safe and Caring Schools Educator Workshops in both English and French;
- Review of local Respect for Human Diversity Policies;
- Distribution of Canadian Centre for Child Protection Cyberbullying modules for Grades 7-10 teachers and students.

The BEF PE/HE curriculum consultant also worked with the Distance Learning Unit and School Programs Division in completing a review of the exams and course content of the Grade 12 PE/HE Independent Study Option.

In the area of student data collection, the BEF PE/HE curriculum consultant worked closely with Partners in Planning in the development and translation of the 2012/13 Manitoba Youth Health Survey Report and support documents along with the commissioning of a secondary analysis of the survey results. The consultant also contributed to the development of: Manitoba Provincial Report - Tell Them From Me: Bullying and School Safety 2013/14, a report of provincial level results of the Tell Them From Me online survey conducted in Grades 4-6 and 7-12.

The BEF also partnered with other departments in promoting active and healthy lifestyles and school health. The PE/HE curriculum consultant was actively involved in supporting the Healthy Schools Initiative (with Health) as well as inter-departmental working groups to address active transportation, physical activity, gender identity and common school initiatives. Other initiatives which involved both government and non-government partners included:

- Education for ACTion Mental Health and Wellness Conference;
- Physical Literacy: The Gateway to Active Participation Conference;
- The Guinness World Record Attempt event for the largest gathering of people wearing bicycle helmets.

The BEF was represented on a regular basis at conferences and meetings of the Joint Consortium for School Health (School Health Coordinators' Committee), Partners in Planning for Healthy Living, the Manitoba Physical Education Supervisors Association, the Manitoba Physical Education Teachers' Association, the Manitoba High Schools Athletic Association, the Manitoba Primary Prevention Syndicate and the Physical Activity Coalition of Manitoba.

Science

Manitoba continued to develop new Science curricula consistent with the Pan-Canadian Common Framework. Development work on implementation documents for *Chimie 40S* and *Biologie 40S* continued. A final version is being prepared for *Chimie 40S* (Grade 12).

BEF worked closely with the School Programs Division to update the *Science and Safety: A Kindergarten to Senior 4 Resource Manual for Teachers, Schools, and School Divisions*. The French version of the document is now available to schools.

The BEF continued to sit on the CurioCity/CurioCité Educator Advisory Panel for Let's Talk Science.

Together with the School Programs Division, the BEF continues to develop initiatives aimed at connecting students and scientists. The Scientists in the Classroom grant program provides teachers with up to $1,000 to give students an opportunity to make connections with people working in the science field.

The BEF has also worked with the School Programs Division to implement a 3-year pilot project, Reading Apprenticeship, which focuses on reading in content areas at the Middle and Senior years levels. This implementation was completed during the 2013/14 school year. A new 3-year intensive model with 5 school divisions was launched in 2014/15 and will continue in 2015/16. The BEF's science consultant continues to take a leadership role in these projects as this model was translated and offered to 9 high schools in the DSFM in the 2013/14 school year. This project continued throughout the 2014/15 school year and will enter its final year in 2015/16.

Social Studies

The BEF continued to work in collaboration with the School Programs Division (SPD), the Manitoba School Improvement Program (MSIP) and MERN (Manitoba Education Research Network) in an action-research project to support the implementation of the new Grade 12 *Global Issues: Citizenship and Sustainability*. Support materials are being developed for this new course, as well as for the new optional Grade 12 course *Premières Nations, Métis et Inuits : sujets d'actualité*.

BEF published the *Le cinéma, témoin de l'histoire moderne* (Cinema as a Witness to Modern History) in 2014. A curriculum "at-a-glance" poster was sent to Français and French Immersion schools to support implementation.

The BEF collaborated with a Manitoba publisher in the development of a French language history textbook to support the implementation of the Grade 11 *Histoire du Canada* course in Français and

French Immersion programs. This textbook was made available for purchase in the 2014/15 school year.

The BEF collaborated with the Department of Aboriginal and Northern Affairs in the development of a bilingual educational resource regarding the *Legislative Assembly of Assiniboia (1870).* The resource was launched in February of 2015. The BEF continues to collaborate with the Treaty Relations Commission of Manitoba in providing support for treaty education in Manitoba schools. The BEF played an ongoing consultative and collaborative role with the Musée canadien des droits de la personne / Canadian Museum for Human Rights as it develops its educational programming.

To support curriculum implementation, the BEF continues to offer professional learning sessions on themes related to social studies curriculum, history teaching, global issues and the integration of Aboriginal perspectives.

The BEF continues to serve as liaison to participating French immersion and Français schools in the activities of the UNESCO Associated Schools Project Network.

Special Projects

Workshops were offered to teachers and guidance counsellors in support of the implementation of career development programming and available resources. In addition, a session on the electronic Career Cruising service was offered to the education community and to government and non-government agencies working with youth and adults.

The BEF also published four half credit Career Development courses to support high school programming. Following the November 2014 Throne Speech, work on several other Career Development options has started and will continue into the 2015/16 school year in order to make high school a place where students can get a head start and explore careers.

The BEF registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) developed by Français and French Immersion schools. The BEF also supports schools that develop SICs by providing technical assistance.

A close partnership has been established with the Division scolaire franco-manitobaine to support the development of a technology education program. During the 2014/15 school year, the consultant worked with the DSFM consultant to determine programming that will be offered to Grades 9 and 10 students in the areas of the trades at the Manitoba Institute of Trades and Technology (MITT) (formerly: Winnipeg Technical College). The Special Projects consultant is also working to support planning and eventual implementation of a Culinary Arts program in the DSFM.

The BEF participated in the following initiatives:

- Reviewing grant applications or plans for career development and technology education;
- Supports for the Learning to Age 18 Regulation implementation; and
- The Manitoba Career Development Strategy.

Information and Communication Technology (ICT)

The BEF continues to provide some support to colleagues and schools by sharing expertise in various areas related to the infusion of technology in teaching practices.

Two projects moved forward over the course of the 2014/15 school year:

- "*Apportez votre appareil numérique* (Bring your own device)" guidelines for school divisions – a new resource document was published and shared with schools in the fall of 2014.

- A review of the Literacy with ICT Across the Curriculum – a review of the continuum model as the Department integrates Grades 9-12 in the existing continuum is ongoing and will continue into 2015/16.

The Curriculum Information for Parents Website was fully launched in the fall of 2014. Finally, the BEF continues to support users of the Maple (*Forem*) website.

Professional development

The *Coup d'œil sur l'année* website allows school personnel to register for many of the workshops offered by the BEF. The online registration is supported by BEF employees who maintain the website, promote the professional learning workshops, and handle all related communication with the education community. In consultation with the DSFM, French Immersion and French divisional consultants, the BEF provides teachers' professional learning workshops related to curriculum assessment and implementation.

The BEF continues to support the Collabaunord initiative in providing professional learning to French Immersion schools and English Program schools offering French courses in northern and northwestern Manitoba. The goals are to build communities of professional learners, foster closer co-operation between schools in these regions, and give new momentum to the French Immersion program and Basic French courses. The project continued in 2014/15 with visits by the BEF curriculum consultants to Swan River, Dauphin, The Pas and Flin Flon.

Sustainable Development

The BEF continued to offer interdisciplinary workshops to schools on the topic of Education for Sustainable Development (ESD) as requested by schools. The BEF supports ongoing education for sustainable development projects (ex: grant and recognition programs, ESD leadership committee, ESD publications and website as well as professional development). In 2014/15, BEF consultants were invited to the Université de Saint-Boniface's Faculty of Education to share on Sustainable Development and its impact on curriculum and teaching practice.

The BEF continues to collaborate with the School Programs Division on ESD hydro grants and categorical grant reporting as well as the Eco-Globe Schools recognition program. The BEF continues to add educational resources to the French ESD website and responds to schools' questions about integrating ESD into teaching and learning. Schools were informed of the newly released 2nd edition of the *Guide pour l'aménagement d'écoles durables au Manitoba* at the end of the 2014/15 school year.

The BEF continues its collaboration with the *Groupe d'éducation et d'écosurveillance*, a water monitoring and education group, to train teachers and people working in the field of the environment and enable them to participate in the Adopt a River project. This project is an environmental awareness and education program that focuses on issues affecting the aquatic environment. In this program, students observe waterways and gather data to assess their health. The students' findings can then be shared by posting it to a website.

The Branch continues to strive to effectively incorporate the concept of sustainable development into its annual planning process. By reducing the use of paper and other office supplies, the Branch is working towards reducing waste. The Branch only uses recycled toner cartridges and paper. The Branch continues to encourage employees to use more environmentally-friendly methods of transportation such as cycling, car-pooling, public transit, walking, etc. To further minimize paper use and travel, employees are strongly encouraged to use electronic methods of communication.

3 (b) Curriculum Development and Implementation

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	983	15.50	1,464	(481)	1
Other Expenditures	678		322	356	2
Total Sub-Appropriation	**1,661**	**15.50**	**1,786**	**(125)**	

1. *Under expenditure mainly relates to costs for secondments budgeted in Salaries but paid from Other Expenditures (16-3b-2) and savings as a result of vacancies and Voluntary Reduced Workweek.*

2. *Over expenditure mainly reflects costs for secondments budgeted in Salaries (16-3b-1) but paid to the school divisions from Other Expenditures.*

Educational Support Services

On an ongoing basis, the Educational Support Services Branch is responsible for the following activities related to French-language education in Manitoba:

- To collect data annually from school divisions and schools offering French-language education in order to identify trends related to French-language education in Manitoba;

- To develop and implement policies and guidelines to promote, support and ensure continued progress with respect to French-language education in Manitoba based on observed trends and in collaboration with the school community and education stakeholders;

- To develop and implement the Department's assessment policies and related projects for school divisions and schools offering French-language education, as well as other assessment projects;

- To review issues within the scope of *The Public Schools Act* with respect to French-language education in Manitoba in order to support the school community in interpreting and enforcing this legislation.

In 2014/15, the Educational Support Services Branch maintained or initiated the following activities:

Statistical analysis

The Branch

- Collected and analyzed data on student enrolment and other pertinent educational variables for both Français and French Immersion Programs, as well as for French courses within the English program. This data was used to determine the French-Language Education categorical grant for each school division, to create performance indicators required in the analysis of accountability measures for the French-Language Education Review, and to provide stakeholders with various trends and detailed information on numerous issues related to French-language education in Manitoba. More specifically, French Immersion enrolment data, broken down by grade and entry point, was provided to the national office of Canadian Parents for French. Enrolment data by grade and gender for Français schools, French Immersion schools and French courses was provided to Statistics Canada. The Branch also carried out a number of statistical analyses in response to a variety of special requests and worked closely with branches within the BEF division to efficiently tailor target mailings to specific client groups within the educational system.

- Established statistics on student performance in French literacy at Grades 3, 8 and 12 for the Français Program and at Grades 4, 8 and 12 for the French Immersion Program. Schools and school divisions were provided with reports on their students' performance, which also included provincial averages and/or pass rates for Grade 12. Provincial results are posted on the Department's website.

Promotion and provision of support services for the implementation of policies and guidelines

- Four one-day meetings were held with educational partners and divisional consultants responsible for the French Immersion Program and French courses (English program). These meetings focused on
    - supporting the implementation of the new curriculum framework for French: Communication and Culture,
    - the provincial-wide pilot of the newly developed outcome reports for the French Language Education Review, for both the French Immersion Program and the French Courses within the English program,
    - supporting partners in FSL who provide programs in French for students, and
    - supporting the integration of arts education in French throughout the province by partnering with the Winnipeg Art Gallery.

- Several presentations of the critical thinking skills project, *Touchstones Discussion Project*, were given at the Conférences d'automne held in October 2014 in Winnipeg. Several other presentations took place upon request from schools or school divisions.

- *The French Language Education Review* continued in 2014/15 following the piloting process that took place in 2013/14 for French Immersion and French courses. The provincial pilot took place beginning in September 2014. All superintendents and school administrators offering the French Immersion Program were invited to a half-day orientation session regarding the review process. Following the orientation, each French Immersion school and each school division responded to an electronic questionnaire. All responses have been received and we are in the process of compiling a provincial report using this data. Each school division offering French courses in the English Program were also sent an electronic questionnaire and were asked to provide a divisional response regarding programming for French courses. Responses to this questionnaire were received from 34 of 36 school divisions. A provincial report is currently being developed. The reports will be presented publicly in the fall of 2015.

- The Branch continued working with northern Manitoba school divisions (Collabaunord) in order to further implement their strategic plan for French-language education in their schools. The Branch also participated in meeting with the Association manitobaine de directrices et des directeurs des écoles d'immersion française (Manitoba Association of Immersion Principals) and also sat on the French For Life steering committee supporting the work of CPF-MB. The Branch addressed the concerns of parents, educators and educational partners on a one-to-one basis, including offering presentations throughout the year to parents, teachers and school boards from various school divisions in support of their work in FSL. A province-wide conference for French Immersion educators was organized by ACPI (Canadian Association of Immersion Teachers) and the branch participated actively as a partner with this national association to support this professional development opportunity for French Immersion administrators and educators.

Develop, co-ordinate and support the implementation of projects related to the provincial assessment program as well as strategic practices and educational resources to promote student literacy

The Branch

- developed and administered the Français Language Arts Grade 12 standards tests for both the Français and the French Immersion Programs. A total of four tests were developed, and four tests were administered.
- provided support to schools with respect to the assessment of:
  - reading in French at the start of Grade 3 in the Français Program and at the start of Grade 4 in the French Immersion Program;
  - reading comprehension and expository writing in French mid-Grade 8 for both Français and French Immersion Programs;
  - student engagement mid-Grade 7 for both Français and French Immersion Programs.
- reviewed the Grade 3/4 Assessment Policy – Middle Years Assessment Policy
- offered workshops on French speaking skills practice and related assessment tools for the French Immersion program;
- continued to implement the *Touchstones Discussion Project*. This project's main focus is the development of critical thinking skills, but it also provides a forum for the development of French speaking skills;
- gave workshops related to assessment practices upon request from the field.

Manitoba's Celebration of Excellence in Teaching - Minister's Awards

The Branch promoted the 2014/15 *Excellence in Teaching - Minister's Awards* program, selected recipients and organized the awards' ceremony.

Enforcement of and adherence to *The Public Schools Act* in the school community

The Branch reviewed issues related to *The Public Schools Act* involving Français and French Immersion schools.

Sustainable Development

The Branch continues to work with the School Programs Division on the maintenance and enhancement of web-based applications for communicating and sharing information related to the assessment projects in order to maximize human and financial resources and cut down on paper use. In addition, e-mail is used for communications with committee members and schools.

Most published documents are posted on the Department's website and a letter is sent to the field informing them of such. The Branch only uses recycled toner cartridges and paper. Employees are encouraged to place used paper, glass bottles and aluminum cans in recycling bins.

The Branch encourages employees to use more environmentally-friendly means of transportation such as cycling, car-pooling, public transit, walking, etc. In addition, in an effort to limit travel, most of the Branch's meetings were held at the Robert Fletcher Building. Information and communication technology (audio- and video-conferencing) is also favoured in order to minimize travel.

3 (c) Educational Support Services

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	909	14.50	1,364	(455)	1
Other Expenditures	557		258	299	2
Total Sub-Appropriation	**1,466**	**14.50**	**1,622**	**(156)**	

1. *Under expenditure mainly relates to costs for secondments budgeted in Salaries but paid from Other Expenditures (16-3c-2), lower casual staff requirement than budgeted and savings as a result of Voluntary Reduced Workweek.*

2. *Over expenditure mainly reflects costs for secondments budgeted in Salaries (16-3c-1) but paid to the school divisions from Other Expenditures.*

Official Languages Programs and Administrative Services

The *Official Languages Programs and Administrative Services Branch* is responsible for the preparation, the co-ordination and the administration of BEF's budget, as well as for the provision of administrative and secretarial services to all branches of BEF. The Branch is also responsible for the administration of the Canada-Manitoba Agreement for Minority-Language Education and Second-Language Instruction 2013/14 to 2017/18 that was signed on March 5, 2014.

In 2014/15, Canada's financial contribution to the Manitoba action plan under this agreement was $12.3 million. In addition, the Branch has negotiated more than a quarter of a million dollars in supplementary funding for the following projects: *Development of video capsules; Analysis of results - Pan-Canadian Assessment Program; ARC*: Helping students develop a positive attitude towards mathematics; ARC*: Helping students Training - Outcomes assessment and analysis and Upgrade of the University of St.-Boniface's computer network infrastructure.*

Within the framework of the agreement, the Branch works in partnership with CMEC (Council of Ministers of Education, Canada) on the implementation of the *Odyssey*, *Explore* and Destination Clic Programs. These national programs are fully funded by the Department of Canadian Heritage.
In 2014/15:

- Under the *Odyssey Program,* 13 post-secondary students, from outside the province, were hired to work as French Language Assistants in selected Manitoba public schools. In return, 6 English post-secondary students from Manitoba were assigned similar positions in Ontario, Prince Edward Island and Québec.

- Through *the Destination Clic Program*, 32 francophone students from Grades 8 and 9 spent 3 weeks in Québec. This program offers francophone student residing outside of Québec cultural discoveries, exciting experiences, and new friends while exploring another francophone region of Canada.

- Under the Explore Program, 281 students (Grades 11 and 12 as well as university students) from other Canadian provinces came to Manitoba to study French or English as a Second Language, and 221 Manitoba students went to Québec and other provinces for summer courses to improve their French and broaden their knowledge of French culture.

The Branch has continued to offer the *French Second Language Revitalization Program* and the *Program for the Enrichment of French in Education*. These programs aim to strengthen existing initiatives, as well as to address emerging needs of French language education in Manitoba. In 2014/15, $2.8 million was awarded to 63 organizations (school divisions, universities, independent schools and Non-Government Organizations) to support the development and/or the implementation of 162 innovative educational or cultural projects.

The Branch remains involved in the Manitoba-Québec Agreement. In 2014/15, the Branch has participated in 11 projects under this agreement. For instance, students enrolled in the post-baccalaureate and Master's degree programs in Education at the Université de Saint-Boniface (USB) attended a summer institute in Québec. A Manitoba writer participated in an author exchange with a writer from Québec. In addition, 19 students from Manitoba were paired with 19 students from Québec for a six-month exchange consisting of a three-month stay in each province.

The Branch's Bursary Program continued to provide financial assistance to teachers and students registered in French post-secondary institutions. In 2014/15, a total of 505 bursaries were awarded to students. A total of 168 bursaries were awarded to French immersion and basic French teachers who seek to upgrade their linguistic or pedagogical skills through summer courses at the USB or other Canadian post-secondary institutions.

Sustainable Development

The Branch continues to implement the awareness-raising, purchasing and consumption reduction measures set out in its sustainable development action plan. In particular, the Branch has maintained its policy regarding the purchase of recycled materials and local economic development.

3 (d) Official Languages Programs and Administrative Services

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	997	17.00	994	3	
Other Expenditures	718		817	(99)	
Assistance	3,113		3,356	(243)	
Total Sub-Appropriation	**4,828**	**17.00**	**5,167**	**(339)**	

Library and Materials Production

The French Library and Materials Production Branch (DREF) is the only centre in the province that offers French educational resources in various formats, along with information and library services to K–12 educators of the Français and French Immersion programs, and of the French courses (English program). DREF's clientele includes: teachers, school division curriculum consultants, departmental staff, professors and student teachers from the various universities, parents enrolled in the French Home Schooling program and other stakeholders in the school system. Through its library outreach program, the Branch delivers its services to rural and northern Français and French Immersion schools. The production centre develops digital content and resources to support BEF's assessment unit and various curricula.

The objectives of the Branch are to:

- provide library and information services and resources to educators in order to support overall: K–12 curriculum implementation, student learning, assessment and performance; pedagogical research and professional learning; and the enrichment of school libraries;
- provide a library outreach program to the Français and French Immersion rural schools;
- research, select, acquire, catalogue and distribute resources (physical and digital) in response to needs expressed by teachers, curriculum consultants, and various stakeholders;
- duplicate and distribute materials from other jurisdictions for which the Branch has obtained authorization for Manitoba schools;
- produce new digital resources to support the implementation of curricula and BEF's assessment unit;
- provide leadership and professional support in the selection and use of French educational resources, including conducting workshops in the use of new media as an integral part of the teaching and learning process;
- conduct a variety of activities to raise awareness and ensure educators are cognizant of all the resources and services available to them;
- pursue the development of partnerships with French educational organizations and content providers, with the goal of maximizing the Branch's financial and human resources, and hence support the schools and school divisions in the effective and efficient use of their own resources.

Library

The library's primary purpose is to circulate the tens of thousands of print and non-print resources in its collection, and to provide library and information services. The library provides services to support the implementation of the K–12 curricula, and research in education and professional learning.

In 2014/15, the primary focus of the resource centre was the promotion of its educational platform and its integrated library system; how to use its new functionalities and access the most recent online resources. This platform offers educators across the province access to thousands of streamed videos, teacher guides, and other digital content. TFO (Ontario's French Educational Television Network), ONF (French wing of the National Film Board), Radio-Canada, eduMedia and local producers Les Productions Rivard are the major contributors of these most pertinent and content rich resources.

In 2014/15, 61,964 physical resources were lent and the number of videos and digital resources viewed closely matched those of the physical loans. DREF has nearly doubled the use of resources due to the availability of digital content. The reference desk answered 1,724 reference requests in person, and introduced clients to the online digital content. Clients used the on-line reservation service to make an additional 1,296 requests and to reserve 5,728 items. The circulation desk prepared 4,791 packages, 1,685 of which were sent out via Canada Post and 3,106 by divisional courier. The technical service unit recorded 2,879 acquisitions (not including digital resources).

The library provided support services to school libraries, including assistance in the selection of educational materials. It offered consultations on issues such as cataloguing. Through the Web Export service, customized bibliographic records were delivered to several school libraries in Manitoba.

The library co-ordinator and the librarian offered 24 workshops off site, and set up 6 resource displays to support the delivery of curricula. They also conducted 39 tours of DREF. In total, approximately 871 educators and 138 student teachers received support.

The reading clubs initiative, aimed at promoting French literature from Kindergarten to Grade 8, for the Français and French Immersion schools, had 6,058 participation ballots. Thanks to the support of three community sponsors, monthly draws were held and prizes were awarded.

In order to encourage students taking French courses in the English program, an initiative entitled *Le Passeport Culturel* was promoted; 692 students participated in various cultural activities and prizes were awarded as well.

In partnership with Communication Jeunesse, the DREF welcomed an author from Québec in November. Eight school presentations were held in 2 different Français and 4 French Immersion schools, where approximately 180 students and 10 teachers participated.

The *Manitoba-Québec Agreement for Co-operation and Exchange* offered the opportunity for a second author to visit Manitoba schools. The author visited 6 Français and French Immersion schools for a total of 11 literary presentations, to approximately 280 students and 11 educators. The author, a well known conference speaker in the area of children's literature, offered a half day workshop for teachers and teacher librarians, where 18 educators participated. Québec reciprocated with the invitation of a Manitoba francophone author.

Production Centre

This unit responded to a total of 33 requests for DVDs and 4 requests for CDs. In total 328 DVDs, and 89 CDs were produced.

Library Outreach Program

Via the library outreach program, the two teacher co-ordinators provided support to approximately 1,337 educators across 65 schools in the rural and northern areas. They also gave mini workshops, and promoted resources at the *Éducatrices et éducateurs francophones du Manitoba conference*. Furthermore, in order to respond to a request in the field, staff members also visited 28 urban schools. During the various visits, an emphasis was placed on the integration of new media, including access to online video streaming from major educational portals such as TFO, Radio-Canada and l'ONF.

Sustainable Development

The Branch continued to incorporate the concept of sustainable development into its annual planning process. Digital educational resources were further incorporated into the integrated library system, in order to facilitate access, reduce client wait time, and further reduce paper and postage that would normally be required if mailing out DVDs. Late slips, overdue notices, invoices, and various communications to clients continued to be sent out by e-mail, therefore eliminating to a large extent the paper and envelopes required.

To support the local economy and build capacity for specialized skills, a second project with our local French producer Les Productions Rivard and Heritage Canada was initiated and completed. A series of 26 animated books to help support literacy at the Kindergarten to Grades 3 level were created and are available on line.

To continue supporting teachers province-wide in the development and enhancement of the French language, a project was initiated with *La Fédération Canadienne des enseignantes et enseignants* (French wing of the Canadian Teachers Federation). The resulting teacher guides and videos will be posted online and available for the upcoming school year.

Recycled paper and printer cartridges were used to cut down on waste. Electronic communication and conference calls were encouraged whenever possible, to reduce travel expenses.

The Branch continued to encourage employees to use more environmentally-friendly methods of transportation such as cycling, car-pooling, public transit and walking.

Wherever possible, the Branch placed its purchase orders and requests for services with local Francophone businesses and bookstores.

3 (e) Library and Materials Production

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	649	12.00	656	(7)	
Other Expenditures	298		275	23	
Total Sub-Appropriation	**947**	**12.00**	**931**	**16**	

Education and School Tax Credits

Education Property Tax Credit

The Education Property Tax Credit provides income-related assistance to homeowners and tenants based on occupancy costs and income. Most homeowners receive the basic $700 credit as a reduction on the municipal property tax statement. This is known as the Education Property Tax Credit Advance. Tenants and homeowners who have not received the Advance, and anyone who is entitled to an additional, income-tested amount, can claim this refundable credit on their annual income tax return. The objectives of the credit are to provide income tax relief to all Manitobans, and to provide an additional tax reduction for those with lower incomes.

4 (a) Education Property Tax Credit

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Education Property Tax Credit	339,536		346,473	(6,937)	1
Total Sub-Appropriation	**339,536**	**0.00**	**346,473**	**(6,937)**	

1. *Under expenditure reflects a lower uptake than anticipated for both the Education and Property Tax Credit and the Seniors School Tax Rebate compared to estimates which were based on projected growth rates applied to the most recent tax data amounts.*

School Tax Assistance for Tenants and Homeowners (55+)

This program provides income-related assistance to homeowners and tenants who are 55 years of age and over, based on occupancy costs and income. The objective of this program is to reduce the amount of education property tax paid by lower-income Manitobans over 55 years of age.

4 (b) School Tax Assistance for Tenants and Homeowners (55+)

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
School Tax Assistance for Tenants and Homeowners (55+)	509		690	(181)	
Total Sub-Appropriation	**509**	**0.00**	**690**	**(181)**	

Support to Schools

Schools Finance

The objectives of the Branch are to provide operating and capital funding to Manitoba's public school divisions in a timely and effective manner through the Funding of Schools Program; to provide operating funding to independent schools in order to meet government's obligations for the funding of independent schools; to provide support and assistance relative to the administration, funding, management and audits of school jurisdictions; to ensure the maintenance of a relevant financial and funding framework and appropriate financial accountability mechanisms for Manitoba school divisions; to provide accounting, financial and administrative support to The Public Schools Finance Board (PSFB) to assist the Board in carrying out its responsibilities for the capital support program; and to provide funding to various educational organizations in support of educational projects, specialized educational services or activities that enhance the quality of education for K-12 students in Manitoba.

The Branch released the public school FRAME report for the 2012/13 financial statements and 2014/15 budget, and the September 30, 2014 Enrolment Report. The Branch also released the independent school FRAME report for the 2012/13 financial statements.

The Branch is represented on various departmental committees, such as the Advisory Committee on the Funding of Schools Program, the FRAME Committee and the Departmental Renewal Strategy Committee.

The Branch provided financial analysis in the areas of public school funding for the 2015/16 school year (announced January 29, 2015) and education taxation. They also provided assistance to school division and independent school personnel as required.

Regulations respecting the calculation and payment of grants to public school divisions and Special Revenue School Districts under the Funding of Schools Program for the 2013/14 school year were completed.

In February 2015, government approved $137.6 million in 2015/16 capital authority to meet the financing requirements for previously approved and ongoing school capital projects and programs. For the fiscal year ended March 31, 2015, 97 debentures were issued for a total of $138.1 million for both new and previously approved projects including $8.9 million for Family Choices.

Independent schools are monitored through the submission of financial statements as required by regulation. Branch staff continued to work closely with other areas of the Department and with independent schools to ensure that all requirements of *The Public Schools Act*, regulations and policy were met.

Sustainable Development

The Schools Finance Branch has made progress in implementing a number of activities identified in their Sustainable Development Procurement Action Plan. Such actions include the use of recycled paper and recycled toner cartridges in the fax machine and printers, as well as recycling the empty toner cartridges. The Branch has dedicated one printer for using scrap paper for printing "draft" documents, and makes an effort to re-use supplies where possible, such as old file folders and binders. Staff also make use of alternative communication tools to reduce the amount of paper used. For example, information on Summary Budgeting and Reporting is posted on the Internet; provincial grants are paid to school divisions and independent schools through electronic funds transfer; funding calculations are e-mailed to school divisions; property assessment and Education Support Levy calculations are e-mailed to municipalities; and a variety of information documents including the annual FRAME and Enrolment reports are posted on the Internet. Also on the Internet are a number of forms used by school divisions, independent schools and municipalities including funding-related forms, and tax collection and remittance forms. Branch staff direct interested parties to the Internet to view and/or download these documents.

5 (a) Schools Finance

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	1,150	14.50	1,156	(6)	
Other Expenditures	135		137	(2)	
Property Assessment	3,166		3,166	0	
Total Sub-Appropriation	**4,451**	**14.50**	**4,459**	**(8)**	

Education Administration Services

The mandate of the Education Administration Services Branch (EAS) is accomplished through the work of the following five areas:

- Administration Services: maintains an effective legislative, regulatory and policy framework for K-12 and post-secondary education; co-ordinates and communicates both legislation and regulation review and revision and new or amended educational administration requirements; supports a network for province-wide education research; supports the class size initiative for all Kindergarten to Grade 3 public schools; and provides support to educational statutory and non-statutory boards and commissions.

- Pupil Transportation: ensures a safe, efficient and economical pupil transportation system.

- Professional Certification: certifies a qualified teaching force for Manitoba's schools.

- Student Records: collects and maintains a comprehensive database on Senior Years students' final marks for the Province and issues official transcripts based on these records.

- Translation Services: provides and co-ordinates translation and French Languages Services for Manitoba Education and Advanced Learning.

Administration Services

Administration Services co-ordinates the development and revision of K-12 and post-secondary education legislation as defined by the statutes for which the Minister of Education and Advanced Learning has responsibility for.

The Branch fulfills an advisory and consultative support role to the Department, school divisions, schools, and the public on matters related to education administration, legislation and their supporting regulations and on the education system in general.

Administration Services provides research, information and prepares correspondence for the Minister and Deputy Minister on a wide array of topics related to educational administration (including the provincial school calendar).

The Branch monitors the administration of Manitoba Education Research Network (MERN) which includes planning and research activities to advance priorities of Manitoba's K-12 education system.

Administration Services supports the effective alignment of capital and operating requirements related to K-3 class size initiative.

The branch also co-ordinates appointments to a number of statutory and non-statutory boards and commissions. Please refer to the section on Statutory Boards and Commissions for more details.

Major Activities and Key Accomplishments during 2014/15:

- Effective support to the Minister and Deputy Minister concerning educational administration policy implementation considerations and the development of statutes, regulations and policies. Much time was spent responding to the high volume of requests for advice and in meeting a wide array of consultative expectations which the Unit answered in writing, in person and by telephone.
- New legislation was introduced that protects child care spaces in schools and ensures that K-3 class sizes continue to decrease.
- Increased MERN engagement with education stakeholders to support research activities, which promotes educational quality in Manitoba's schools.
- Effective administrative support to the K-3 class size initiative. EAS coordinated the review and assessment of operating and capital funding needs.

Pupil Transportation

The Pupil Transportation Unit (PTU) supports the safe, efficient, and economical operation of the pupil transportation (school bus) system in Manitoba. It operates out of offices in Winnipeg and Brandon.

PTU maintains an inventory of school bus vehicles owned and contracted by Manitoba's school divisions. As of March 2015, there were 2,079 school buses in service.

Each year PTU performs rotational audits of a number of school divisions to ensure their transportation systems are in compliance with *The Public Schools Act* and its regulations, local policy, and with best practices for the safe transportation of students. Upon completion of an audit, PTU provides the school division with an Evaluation Report which identifies its strengths and areas of concern. Where policy and practices may be lacking, corrections or adjustments for compliance are suggested. Follow-up communication with the school division one year after issuance of the Evaluation Report ensures that appropriate actions have been taken.

PTU provides training and seminars for transportation supervisors, school bus driver instructors, and school bus service technicians. The unit assists school divisions in developing preventive maintenance programs.

The Unit arranges the central tender purchase of new school buses and invites school divisions to participate in that process; develops school bus vehicle purchase specifications; and performs quality control inspections of new buses prior to acceptance of delivery to ensure, through quality control initiatives, that manufacturers' school bus units meet requirements. In addition, pilot model reviews and plant audits are conducted at manufacturing plant locations.

PTU acts as liaison between school bus manufacturers and school divisions with respect to defective equipment/warranty issues. Information collected about defective parts or manufacturing is collated and stored in a database which is then shared with manufacturers.

PTU receives reports of all school bus accidents in Manitoba whether major or minor and will investigate serious accidents or those resulting in major injuries.

Major Activities and Key Accomplishments during 2014/15:

- PTU acts as a resource to school division pupil transportation operations on driver and ridership training through inservicing, information on the Unit's website, and through its newsletter, *The Signal*.
- PTU maintains a registry of all certified school bus operators, and continues to issue School Bus Operator's Certificates to newly qualified school bus drivers trained by certified instructors. In 2014, 274 certificates were issued.
- In order to enhance preventive maintenance initiatives, school bus service technician training seminars are conducted annually on a range of topics. The two-day seminars are held in both Brandon and Winnipeg. A total of 97 service technicians attended the 2014 school bus maintenance sessions.
- A School Bus Driver Instructor Course was held in the Fall of 2014. In total, 14 individuals successfully completed the three phases of training and are now certified as School Bus Driver Instructors.
- PTU staff have developed a specialized course focusing on transportation of special needs students. In 2014/15, 14 individuals from nine school divisions received this training.
- Two school bus transportation audits were conducted in 2014/15.
- PTU's Senior Field Officer is an active member of the Canadian Standards Association's (CSA) D250 Technical Committee on School Buses. The current version of The School Buses Standard D250-12, which now includes specifications for Transportation of Persons with Physical Disabilities (extracted from CSA Standard D409), undergoes constant revision. It is expected this document will be submitted for review by appropriate stakeholders in the Fall of 2015.
- 20 of 37 school divisions participated in the 2014 centralized school bus tender process, leading to the purchase of 72 school buses.
- All new school buses, whether purchased through the central tender process or outside of it, are subject to a final acceptance inspection performed by PTU inspectors prior to entering into service. In 2014, a total of 124 new school bus vehicles were inspected. The Unit communicates with staff from Manitoba Public Insurance (MPI) and Manitoba Infrastructure and Transportation (MIT) with regard to the annual inspection of 10% of Manitoba's school bus fleet.

Professional Certification

The Professional Certification Unit ensures a qualified teaching force through certification of professional personnel (teachers, clinicians, co-ordinators and principals) in Manitoba's school system. Assessment of education credentials to certify professional personnel in the school system and evaluation of approved work experience for salary classification are conducted for applicants from either in or out-of-province.

Approximately 18,000 computerized active teacher files were maintained and updated by staff who were also involved in gathering the various pieces of information needed to support the Teacher Professional Personnel (TPP) data base.

The Unit conducts and manages an annual collection of educational and other information from schools and divisions, and produces an annual comprehensive provincial directory of all schools and school divisions in Manitoba.

The Unit also administers the Teacher Education and Certification Committee (TECC) and provides assistance to the Certificate Review Committee (CRC). Please refer to Statutory Boards and Commissions below for more details.

Major Activities and Key Accomplishments during 2014/15:

- The Unit processed about 2,900 requests for certification and other services, including requests from outside the Province, during 2014/15 fiscal year. Teaching certificates were issued to 650 education graduates. Another 260 Canadian applicants were certified through the Agreement on Internal Trade (AIT) and 69 Internationally Educated Teacher applicants were also certified. In addition, 86 School Clinician certificates, 128 Special Education certificates, 3 Special Education Coordinator certificates, 90 Level 1 School Administrator and 26 Level 2 Principal Certificates were granted among other teacher certification services. The Unit processed 318 statements of standing, 388 reclassifications, 153 duplicate certificate requests, 256 name changes and 377 limited teaching permits and 475 graduates limited teaching permits.

- Timely and accurate production of an annual comprehensive provincial directory of all schools and school divisions in Manitoba identifying the number of teachers and students in each school, the program offerings and contact information, as well as provision of school-based data to other departmental branches and to external users.

- The Unit responded to over 11,000 queries received from within Manitoba plus approximately 8,000 calls from outside Manitoba and Canada.

- The Unit also coordinates a teacher exchange program. Six applications were processed but no match was found.

Student Records

The Student Records Unit collects and maintains records of Senior Years students' final marks for the Department and issues official transcripts upon request based on these records.

The Unit supports the student registration system by assigning Manitoba Education numbers to students entering the Province/school system during the school year and after September 30.

Major Activities and Key Accomplishments during 2014/15:

- A total of 1,953 regular high school transcripts in response to requests were issued during 2014/15 fiscal year.

- The Unit collected high school credits for over 65,000 students. It also maintains over 180,000 student identification numbers (MET#).

Translation Unit

The Translation Unit ensures compliance with Government policy on French Language Services (FLS), provides support in the production of bilingual publications and coordinates departmental translation requests for Manitoba Education and Advanced Learning.

Major Activities and Key Accomplishments during 2014/15:

- The Translation Unit facilitated communication of departmental program and policy thrusts by coordinating the translation and proofreading of numerous documents including: curriculum documents, funding material, Public Schools Finance Board material, Manitoba Student Aid material, Early Years Education material, Provincial Standards Tests material, Education Manitoba articles, newsletters and policy implementation documents such as Supporting Inclusive Schools: A Handbook for Resource Teachers in Manitoba Schools, Best Practices in School-Based Suicide Prevention: A Comprehensive Approach, Special Language Credit Option: A Policy and Administrative Handbook for Grades 9 to 12, and Kindergarten Support Document: A Time for Learning, a Time for Joy.

- This year, 1,643 pages were translated externally. Staff of the Translation Unit translated, researched and proofread 1,056 pages. In total, the Unit processed 2,699 pages for Manitoba Education and Advanced Learning, coordinated interpretation services and provided assistance in terminological research.

- To maintain efficiency and productivity, two members of the Translation Unit participated in a three-day refresher course on the professional software, Studio 2014. One of the members participated in a seminar on *Freedom of Information and Protection of Privacy Act (*FIPPA). These activities helped staff meet the high demand of French Language Services, more particularly in the area of translation services, thus improving on the simultaneous dissemination of public documents.

Statutory Boards and Commissions

The Education Administration Services Branch co-ordinates appointments to a number of statutory and non-statutory boards and commissions that are convened by legislation under *The Public Schools Act*, *The Education Administration Act* and other statutes for which the Minister of Education and Advanced Learning has responsibility. It also provides for the payment of expenses incurred in the operation of these boards and commissions. The Branch is directly responsible for the following boards and commissions:

Teacher Education and Certification Committee (TECC)
In December 2002, the Minister of Education and Youth created the Teacher Education and Certification Committee. The role of TECC is to make recommendations to the Minister on matters pertaining to teacher training programs and teacher certification. TECC met three times in 2014/15.

During 2014/15, the Committee focused on an array of matters referred to it for recommendation, most notably, regarding early/middle years breadth requirement for mathematics.

Provincial Evaluation Committee
Upon request, the Provincial Evaluations Committee reviews decisions made by the Professional Certification Unit pertaining to certification, salary classification and other issues with which the Unit is involved. The Committee did not meet in 2014/15.

Certificate Review Committee
The Certificate Review Committee, established under s. 5 of *The* Education Administration Act, investigates and reports on cases in which a teacher's certificate is to be reviewed for cause. The Committee hears cases in which a teacher's or clinician's credentials are referred for review by the Minister of Education and Advanced Learning and subsequently the Minister will then make decisions with respect to continued certification. One hearing was held in 2014/15.

Board of Reference
The Board of Reference, established under s. 8 of *The Public Schools Act*, decides on matters related to the alteration, formation and dissolution of school division/district boundaries. It deals with requests for land transfers between divisions, creation of wards within divisions and districts, trustee

representation, dissolution and amalgamation of school divisions and districts, and enactment of regulations defining school division and district boundaries. The Board held eight hearings during the 2014/15 fiscal year.

Advisory Board
The Advisory Board, established under sections 10-17 of *The Education Administration Act*, is authorized to make regulations with respect to religious exercises/patriotic observances and considers other matters as maybe referred to it by the Minister of Education and Advanced Learning. The Board did not meet in 2014/15.

Sustainable Development

Staff in both urban and rural offices continue to meet the government's sustainable development goals through recycling opportunities, reducing the amount of paper usage and utilizing electronic communication whenever possible. To help meet the Department's goal of reducing fossil fuel emissions, a decrease in the use of vehicles for government business has been encouraged by car pooling to meetings and teleconferencing.

The Pupil Transportation Unit also gives consideration to environmental and economical concerns for new buses by acquiring more fuel-efficient buses through the central purchase process.
With respect to Manitoba's Aboriginal Procurement Initiative, the Branch will, where possible, purchase goods and services from Aboriginal vendors in an effort to increase their participation and to support community economic development.

5 (b) Education Administration Services

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	1,915	28.50	1,882	33	
Other Expenditures	714		658	56	
Total Sub-Appropriation	**2,629**	**28.50**	**2,540**	**89**	

Schools Information System

The Schools Information System (SIS) provides project management, consulting and business analysis support for technology and innovation initiatives related to the K-12 administrative environment. The primary application within the Schools Information System is the Education Information System (EIS). EIS consists of a series of modules providing a corporate database of K-12 educational information to assist the Department and the field in delivering operational programs, ensuring effective program management and assessing educational accountability. The Innovative Technology Services (ITS) Branch manages the Schools Information System.

EIS Collection, the software collection tool developed by ITS for schools and divisions to use to collect and forward data to the Department, is maintained through annual version upgrades. The Department continues to work closely with schools and divisions to provide assistance and training for new reporting procedures. The Director of the Innovative Technology Services Branch works closely with the Manitoba Association of Education Technology Leaders (MAETL), comprised of representatives from school divisions in Manitoba, and the Manitoba Association of School Superintendents (MASS) ICT Committee, regarding the effective management, use and stewardship of education information regarding the Manitoba K-12 community.

EIS Collection has been used across the province by schools and divisions since September 1997. Schools and divisions report enrolment, student marks and teaching information in a common data file format, even though a variety of software packages are used in the schools. Data is validated in the software tool before being forwarded to the Department. The information collected through this process is used in calculating school funding as well as to establish student demographic records, providing course registration data and provide information on teaching activities. To support school division staff, a toll-free Service Desk function assists users of EIS Collection encountering questions regarding the system. Branch staff continue to work with school divisions and the suppliers of school administration systems to streamline the reporting of information to EIS and EIS Collection.

ITS continues to enhance the web-based applications for collection of assessment results regarding Early and Middle Years Assessment and Provincial Test Student Registration. In addition to the EIS, STS manages related development projects for department branches working with schools and school divisions. These include Instructional Resources Unit (Educational Library), Home Schools, Distance Delivery, Curriculum Development, Pupil Transportation Unit and the Bureau de l'éducation française.

All departmental service requests (desktop and application) are recorded and monitored in an electronic Issue Tracker to ensure technology service levels remain at acceptable levels and service can be quickly restored should system failures occur.

Sustainable Development

The Branch supports a culture that recognizes and supports sustainable development practices. The Branch promotes the use of recycled paper and toner cartridges along with the recycling of discarded paper. It should be noted that the Manitoba government recognizes the value of education and collaboration alternatives that result from improved network services such as video conferencing. SIS is working with other branches and Manitoba departments in the implementation of collaborative network tools that will enhance pedagogical and administrative environments in rural communities.

5 (c) Schools Information System

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	251	3.00	255	(4)	
Other Expenditures	25		26	(1)	
Total Sub-Appropriation	**276**	**3.00**	**281**	**(5)**	

Aboriginal Education Directorate

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and co-ordination for departmental initiatives that pertain to Aboriginal education and training. AED works to ensure an integrated approach to Aboriginal education and training within Manitoba Education and Advanced Learning, (EAL), and in collaboration with the departments of Aboriginal and Northern Affairs (ANA) and Jobs and the Economy (JEC). This includes promoting the removal of systemic barriers to Aboriginal student success building on the knowledge and strengths of Aboriginal families and communities. It also involves participating in and ensuring linkages and collaboration with inter-sectoral research and policy initiatives related to Aboriginal education and training.

AED co-ordinates the development and implementation of the Aboriginal Education and Employment Action Plan and provides support and leadership to all branches and units within Education and Advanced Learning, ANA and JEC on matters as they relate to Aboriginal education and training.

The work of AED is supported by the Aboriginal Education Directorate Advisory Council. This Council provides advice, guidance and makes recommendations on matters as they relate to initiatives and action areas within K-12 education with regards to Aboriginal people.

AED also supports the Advanced Education Training and Literacy Aboriginal Advisory Council (AETLAAC). This Council provides advice, guidance and makes recommendations regarding post-secondary education, training, literacy and employment as it relates to Aboriginal people. AETLAAC is responsible for the creation of the Kaskíhtawin Bursary offered to Aboriginal learners attending adult learning centres and adult literacy programs in Manitoba.

Directorate staff participate in the planning and implementation of Aboriginal-focused research both inter-departmentally and with external agencies. In 2014/15, this included celebrating the eleventh annual Shawane Dagosiwin (Aboriginal Education Research Forum).

AED partners with educational stakeholders to make Aboriginal education more inclusive and culturally relevant for all students. It also promotes Aboriginal teacher education. Implementation of *A Journey from Cultural Awareness to Cultural Competency* Training Manual and Kit continued in the 2014/15 school year.

AED continues to work with school divisions and other partners in the collection of Aboriginal identity data. The purpose of the data collection, which has been integrated within the province-wide Education Information System, is to improve baseline data for policy development and planning programs for student success.

Manitoba Aboriginal educators are profiled monthly on the AED website.

The Directorate continues to work with the Council of Ministers of Education, Canada (CMEC) on its Aboriginal Education Action Plan to strengthen self-identification and co-ordinate what and how data is collected and shared. In addition, the branch was a member of a pan-Canadian planning team for the June 2015 Aboriginal Educators' Symposium.

AED manages and coordinates the Aboriginal Academic Achievement Grant with a particular focus on numeracy and literacy integrated with Aboriginal perspectives.

AED co-ordinates 38 Building Student Success with Aboriginal Parents sites to increase parental and community involvement. A Community Schools Unit established within the Aboriginal Education Directorate under the *Community Schools Act* oversees 29 community schools under the Community Schools Program as well as manages the Community Schools Network.

Manitoba Education and Advanced Learning participated with Western and Northern Canadian Protocol (WNCP) partners to continue implementation of the Aboriginal Languages and Cultures website. Manitoba Education and Advanced Learning continues to participate on the WNCP First Nations, Métis & Inuit Education Directors' Committee.

The Directorate co-led with University College of the North, Manitoba First Nations Education Resource Centre and Aboriginal Languages of Manitoba to develop a Manitoba Aboriginal Languages Strategy in partnership with school divisions, post secondary institutions and Aboriginal organizations.

Over 18 cultural and anti-racist education workshops were conducted during the 2014/15 fiscal year. These include *A Journey from Cultural Awareness to Cultural Competency* training sessions and direct service to schools, educators, post-secondary institutions, parents, government departments and community agencies. Aboriginal Education Directorate helped establish a partnership among educational stakeholders to develop and implement an Anti-racism Action Plan.

Directorate staff consults and collaborates on an ongoing basis with various Aboriginal organizations including the Assembly of Manitoba Chiefs, the Manitoba Métis Federation, the Aboriginal Council of Winnipeg, The Manitoba First Nations Education Resource Centre, grassroots organizations and educational stakeholders such as the Aboriginal Circle of Educators.

Directorate staff continue to collaborate with education stakeholders such as Manitoba School Boards Association, Manitoba Association of School Superintendents, Manitoba Teachers Society, Council of School Leaders, Manitoba Association of Parent Councils and Manitoba School Business Officials regarding a variety of planning professional learning sessions.

AED continues to support the implementation of The Paul Martin Aboriginal Education Initiative's Aboriginal Youth Entrepreneurship Program. The program is designed to improve students' proficiency in business mathematics, English, account marketing, and information and communications technology while supporting the acquisition of leadership skills with the larger purpose of encouraging Aboriginal youth to remain in school and develop the attitudes, knowledge, and skills necessary to achieve success in secondary school, post-secondary education or vocational training in the workplace and daily life.

The Directorate works with post secondary institutions to support Aboriginal initiatives and programs that support student success.

AED works with the Centre for Aboriginal Human Resource Development (CAHRD) to support the implementation of the Shine On Initiative, which has been designed to increase student engagement, high school graduation rates and post-secondary participation rates for Aboriginal and inner city students. The initiative helps to build strong relationships between the CAHRD, inner city schools and educators to provide students with increased awareness of career development opportunities.

AED and Adult Learning and Literacy co-ordinate the networking of the Aboriginal Adult Learning Circle through the Aboriginal component of the Adult Literacy Strategy.

The Directorate co-ordinates the province-wide implementation of the Respect In School (RIS) Initiative. RIS is a bilingual on-line curriculum program intended to help create safer, more respectful educational environments by providing staff and volunteers with the information to understand and respond to incidents of bullying, abuse, harassment and neglect.

Sustainable Development

AED staff commit to the reduction of the carbon footprint that can deluge the natural order. Branch activities are co-ordinated within sustainable development and procurement guidelines by the purchase and use of recycled paper, recycled office supplies, where possible, and the recycled toner cartridge program. AED uses coffee mugs over plastic or styrofoam cups for guests during meetings. AED has a "no bottled water" boardroom policy and staff are encouraged to use bio-degradable plant friendly water receptacles. Car pooling is mandatory for any out of office functions where more than one staff member is attending. Branch staff are encouraged to bring utensils and plates from home for use during potluck lunches. AED staff pick traditional medicinal plants for meetings, ceremonies and gift giving as an alternative to purchasing them. Purchased medicinal plants are usually machine picked disturbing the root level. AED promotes and encourages picking plants at the ground level as to not injure the growth cycle of the plant and sustain, with honour, the environment they live in.

Aboriginal worldviews are incorporated and respected in the development and implementation of curriculum, instruction, assessment and professional learning. These worldviews form the foundation for living in harmony with oneself, others and all of creation.

5 (d) Aboriginal Education Directorate

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	688	10.00	872	(184)	1
Other Expenditures	400		386	14	
Total Sub-Appropriation	**1,088**	**10.00**	**1,258**	**(170)**	

1. *Under expenditure mainly reflects savings as a result of vacancies and Voluntary Reduced Workweek.*

Schools Grants

Operating Grants

The objective is to provide operating support to Manitoba's 36 public K-12 school divisions and one special revenue school district through the Funding of Schools Program on an equitable basis and in a manner that supports public schools in the delivery of public education; to provide operating support for the costs of The Public Schools Finance Board; and to meet government's obligations in the provision of funding to independent schools.

Funding to public schools announced for the 2014/15 school year increased by 2.0% or $24.4 million from $1,215.9 million in 2013/14 to $1,240.3 million in 2014/15. Funding is supported by general revenues, the Education Support Levy and Public Schools Finance Board accumulated surplus

Funding to independent schools for the 2014/15 school year increased by 3.0% or $2.0 million from $66.8 million to $68.8 million.

General Support Grants

The objective is to reimburse school divisions for the cost of the Health and Education Levy (payroll tax) paid to the Province.

A grant based on payroll costs for the 2013 calendar year, as reported to Manitoba Finance, was paid to school divisions. Funding increased to $33.7 million in 2014/15 from $32.7million in 2013/14 due to an increase in payroll costs from 2012 to 2013.

Other Grants

The objective is to provide financial support to educational organizations.

During 2014/15, grants totalling $1.6 million were paid to 7 organizations that, through their various activities, enhanced the quality of education in Manitoba.

Teachers' Retirement Allowances Fund (TRAF)

TRAF administers teachers' pensions under *The Teachers' Pensions Act*. The Department provides funding for the employer's share of current teacher service contributions and funds interest costs associated with the Province's borrowings to partially fund the outstanding pension liability.

5 (e) Schools Grants
5 (f) Other Grants
5 (g) Teachers' Retirement Allowances Fund

Expenditures by Sub-Appropriation	**Actual 2014/15 $000**	**Estimate 2014/15 FTE**	**Estimate 2014/15 $000**	**Variance Over (Under) $000**	**Expl. No.**
(e) Schools Grants					
- Operating Grants	1,074,090		1,073,814	276	
- General Support Grants	33,732		34,010	(278)	
(f) Other Grants	1,561		1,577	(16)	
(g) Teachers' Retirement Allowances Fund	166,874		164,103	2,771	1
Total Sub-Appropriation	**1,276,257**	**0.00**	**1,273,504**	**2,753**	

1. *Over expenditure reflects payments for the employer's portion of current service contributions greater than originally budgeted.*

Support for Universities and Colleges

Advanced Learning Division

In June 2014, the Council on Post-Secondary Education was dissolved and the Advanced Learning Division (ALD) was created within the Department of Education and Advanced Learning. ALD provides recommendations on new programs and allocates financial resources to Manitoba's public universities and community colleges. The Division also co-ordinates post-secondary programs and policy development.

The department's responsibilities include:

- allocate financial resources to Manitoba's public universities, community colleges and private religious colleges
- plan and co-ordinate the development of a post-secondary education system that promotes excellence and accessibility
- support the co-ordination and integration of services and facilities
- promote fiscal responsibility

In 2014/15, the division allocated $485.5 million in grants to the University of Manitoba, the University of Winnipeg, Brandon University, Université de Saint-Boniface and the University College of the North. $9.6 million of this amount was included under Capital Funding. ALD also allocated $6.0 million in grants to the Canadian Mennonite University, Providence University College and Seminary, William and Catherine Booth University College and the Steinbach Bible College. Total average enrolment at these institutions is approximately 1,500 full-time and part-time students, enrolled in regular session.

In 2014/15, the division allocated $139.1 million in grants to Red River College, Assiniboine Community College and the École technique et professionnelle, of which $1.8 million was included under Capital Funding. The amount above includes funding previously provided under the College Expansion Initiative.

In addition to operating and capital grants, ALD allocated $0.2 million to stimulate change and reward innovative developments from the System Restructuring Envelope. In 2014/15, the division allocated $10.8 million in support to the Access program.

6 (a) Council on Post-Secondary Education

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	1,363	15.00	1,250	113	
Other Expenditures	396		414	(18)	
Total Sub-Appropriation	**1,759**	**15.00**	**1,664**	**95**	

6 (b) University Operating Grants

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Operating Grants	492,718		494,490	(1,772)	
Total Sub-Appropriation	**492,718**	**0.00**	**494,490**	**(1,772)**	

6 (c) Post-Secondary Strategic Initiatives Fund

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Grants	193		193	0	
Total Sub-Appropriation	**193**	**0.00**	**193**	**0**	

6 (d) College Grants

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Operating Grants	142,857		141,891	966	
Total Sub-Appropriation	**142,857**	**0.00**	**141,891**	**966**	

Access Program

The Access program provides post-secondary educational opportunities to Manitoba residents from under-served groups. The program is aimed at improving their access to, and success in, Manitoba's public post-secondary institutions.

ALD provides co-ordination and administrative support for the Access program. The program and its services are offered at University of Manitoba, University of Winnipeg, Red River College and University College of the North. Manitoba Student Aid provides financial support to some of the students enrolled in these programs.

The Access program provides funding to these institutions for special programs targeting individuals who have faced barriers to post-secondary education. As of September 2014, enrolments for 2014/15 were 685. Individuals served by these special programs include Aboriginal, people with disabilities, single parents and immigrant and refugee students.

6 (e) Access Program

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Grants	10,753		10,777	(24)	
Total Sub-Appropriation	**10,753**	**0.00**	**10,777**	**(24)**	

Advanced Education and Training Assistance

The Advanced Learning Division provides grant funding in support of Inter-provincial Training Agreements. These grants enable Manitoba students to study elsewhere in professions where provincial demand has been identified and training is not available in Manitoba. At present, programs being funded include Veterinary Medicine at the University of Saskatchewan, Optometry at the University of Waterloo and Nuclear Medicine at the Southern Alberta Institute of Technology.

6 (f) Advanced Education and Training Assistance

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Grants	5,883		5,979	(96)	
Total Sub-Appropriation	**5,883**	**0.00**	**5,979**	**(96)**	

Manitoba Student Aid

The Manitoba Student Aid Branch, through the administration of the Canada Student Loans Program (CSLP) and the Manitoba Student Aid Program, provides financial assistance for educational purposes to post-secondary students whose finances limit their educational opportunities.

Manitoba Student Aid (MSA) is a needs-based program. It is designed to add to, not replace, the resources available to post-secondary students. The cost of a post-secondary education is considered to be the primary responsibility of students and their immediate families. Assistance is based on an assessment comparing the applicant's allowable educational costs to his/her available resources.

The Student Aid Act, enacted in 2001, requires a high degree of accountability for the Student Aid Program, and ensures that the key principles of accessibility and affordability are a central part of the post-secondary education system in Manitoba.

Loans, Grants, Bursaries and Awards

Student Loans of up to $350 per week are available through a 60/40 federal/provincial cost-sharing arrangement. The maximum Canada Student Loan (CSL) is $210 per week of study and the maximum Manitoba Student Loan (MSL) is $140 per week of study. One common assessment process determines both CSL and MSL awards and any non-repayable assistance for which students are eligible. This makes it possible for students to have a complete financial picture of the resources available to them.

The Manitoba Bursary helps qualifying Manitoba students studying at the college or undergraduate level in Canada, as well as Manitoba students studying at private vocational institutions in Manitoba. The mandate of the Manitoba Bursary is to help provide affordable post-secondary education by paying down Manitoba Student Loan debt. In 2014/15, approximately 3,500 students will receive a Manitoba Bursary.

Other Manitoba Bursary sub-programs have been developed to make post-secondary education accessible and affordable for targeted groups of students. These sub-programs include the Rural/Northern Bursary and the Student Success Grant.

The Rural/Northern Bursary assists students who relocate or commute from northern and rural communities to attend school. In 2014/15, 1,261 students received a Rural/Northern Bursary for a total of $649,500.

The Student Success Grant was designed to help students whose financial need exceeded the maximum funding available from the Manitoba and Canada Student Loan programs. In 2014/15, 333 students received Student Success Grants for a total of $605,994.

Canada Student Grants, introduced in 2009/10, are administered by MSA and provide non-repayable support to qualifying students. MSA manages the following Canada Student Grant programs on behalf of the federal government:

- Persons with Permanent Disabilities, $2,000;
- Services and Equipment for Persons with Permanent Disabilities, up to $8,000;
- Persons from Low-income Families, $250 per month of study;
- Persons from Middle-income Families, $100 per month of study;
- Persons with Dependants, $200 per month of study, per child under age 12.

Part-time students are also eligible for some Canada Student Grants. Part-time low-income students receive up to $1,200 per school year; while Part-time Students with Dependants are eligible for up to $60 per week of study, depending on the number and age of children.

MSA also manages targeted programs such as the student-funding component of the ACCESS Bursary and the Prince of Wales/Princess Anne Award for Aboriginal students.

Additional Student Financial Assistance Programs

In addition to providing grants, bursaries and awards, MSA is responsible for funding or managing programs not directly related to traditional student aid.

In 2014/15, MSA continued to support Graduate Scholarships that support research-based graduate studies attracting and retaining the highest quality students, within and outside the province. This scholarship provides Doctoral students with $18,000 per year, or $7,500 for a doctoral top-up, for up to four years. The Scholarship program also provides Masters students with $15,000 per year for up to two years. In 2014/15, the program assisted 118 Masters students and 82 Doctoral students.

Each year, through the Manitoba Scholarship and Bursary Initiative, MSA provides $4.8 million in grants to match private donations made toward scholarships and bursaries at Manitoba's public post-secondary institutions.

Since 2000, MSA has supported the Fly Higher Aboriginal Education Awards. These awards are funded through the Manitoba Scholarship and Bursary Initiative in partnership with the Business Council of Manitoba (BCM) and the governments of Canada and Manitoba. Up to $150,000 per year, raised by BCM through private donations from its members, is matched by both the federal and provincial governments totalling $450,000. Any funds raised over awarded amounts are held in endowment. This partnership aims to increase Aboriginal participation in post-secondary education and increase opportunities for employment.

MSA manages the Educational Assistance Option of the Medical Student/Resident Financial Assistance Program (MSRFAP) on behalf of Manitoba Health. This option provides financial assistance, in the form of a conditional return of service grant, to students and residents studying medicine in Manitoba, as well as Manitoba students who receive their medical education in French, at the University of Ottawa. Eligibility extends to Manitoba's medical doctors, who have graduated from the University of Manitoba and are now taking approved, post-graduate medical programs at other universities. Once they have completed their training, the program participants commit to working in Manitoba for a specific period of time, for each grant they receive, or repay the money with interest. Awards of $12,000 to $50,000 are offered under the MSRFAP and can vary based on area of specialization or the location of the return of service. In 2014/15, 178 students received a total of $3.5 million in conditional grants.

Through the Aboriginal Medical Student Financial Assistance Program, MSA provides $7,000 to Aboriginal medical students for each year of undergraduate training. The grant for year one must be taken in order to access grants in years two, three or four. The return-of-service commitment for each grant is six months. In 2014/15, 27 students received a total of $189,000 in conditional grants.

The Nurse Practitioner Education Grant provides a $10,000 grant for nurse practitioner graduates who commit to one year of service in a rural Manitoba community. In 2014/15, 18 students received awards.

Designation

Designation is the process by which institutions obtain the recognition that allows their students to be eligible to apply for government student loans. As student loans are supported by taxpayers, institutions are now held accountable for the management of these funds and for improving students' success through reviews of graduation and repayment rates.

In the fall of 2004, provincial/territorial governments, and the federal government, established the Pan-Canadian Designation Framework. This national strategy strengthens student consumer protection, improves student loan repayment rates and helps students make informed choices about post-secondary education.

To ensure compliance with the national strategy, the Manitoba government maintains Memoranda of Understanding (MOU) with all of the designated educational institutions located in Manitoba. In 2014/15, Manitoba Student Aid did not conduct compliance reviews or administrative audits of designated schools, as the branch is reviewing its compliance processes. As at March 31, 2015, Manitoba has designated 54 institutions in the province and more than 1,000 institutions throughout the world.

Direct Service Delivery

MSA has an interactive online application and website to provide students greater access 24/7. The online application MySAO (My Student Aid Online) uses technology to interact with applicants, determine the information required and guide them to complete their application. Students applying online are mailed a Notice of Assistance letter, which indicates the approximate amount of financial assistance they will receive (CSL and MSL awards). Roughly 90% of applications were submitted through the internet in 2014/15. The MySAO application process contributes to MSA's sustainable development activities by decreasing the processing of hard copy documents. With the online program, students can find out their MSL account balance, identify any outstanding information required to process the application, and update their application with revised information.

For the 2014/15 program year, MSA processed 14,500 applications for CSLs and MSLs. MSA also processed 621 applications for Part-time CSLs. Approximately 50,000 requests for information and assistance were handled over the telephone. Services were also provided in-person to an additional 18,000 current and potential applicants. The Exceptional Review (Appeal) Committee reviewed 456 appeals.

MSA's Student Advisors provide one-on-one interaction with students, including those with high financial or other special needs. Advisors also promote program awareness, help reduce student loan default rates and liaise with Manitoba post-secondary institutions. Student Advisors also work specifically with under-represented groups, within the Aboriginal community, as well as with the ACCESS program administrators, to remove barriers to post-secondary education.

The Loan Services Unit manages the MSL portfolio including the disbursement and collection of direct-financed loans. The Loan Services Unit also manages the administration of the Repayment Assistance Plan. This plan supports borrowers having difficulty in meeting their repayment obligations, and minimizes overall government risk and loan defaults. MSA also continues to manage the portfolio of MSLs issued prior to August 2001, including the administration of interest subsidy, provision for loss and risk premium payments.

Sustainable Development

MSA supports sustainable development by purchasing recycled paper, toner cartridges and other environment-friendly supplies. Where possible, the use of duplex copying is encouraged. In addition, MSA encourages students to apply online using MySAO, which reduces paper use.

7 (a-b) Manitoba Student Aid

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
(a) Salaries and Employee Benefits	3,633	61.25	3,841	(208)	
(b) Other Expenditures	1,400		1,477	(77)	
Total Sub-Appropriation	**5,033**	**61.25**	**5,318**	**(285)**	

7 (c) Manitoba Bursaries and Funds

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
(1) Manitoba Bursary Fund	10,320		10,320	0	
(2) Manitoba Scholarship and Bursary Initiative	4,875		4,875	0	
(3) Medical Student/Resident Financial Assistance	3,834		5,023	(1,189)	1
(4) Manitoba Graduate Scholarships	2,239		2,250	(11)	
(5) Loans and Bursaries	2,631		2,631	0	
(6) Aboriginal Medical Student Scholarship	189		280	(91)	
(7) Less: Recoverable from Health	(3,784)		(5,037)	1,253	2
Total Sub-Appropriation	**20,304**	**0.00**	**20,342**	**(38)**	

1. *Under expenditure mainly reflects fewer applicants for Medical Student/Resident Assistance than budgeted.*

2. *Variance mainly reflects a reduction in the recovery from the Department of Health due to fewer applicants for Medical Student/Resident Assistance than anticipated.*

7 (d) Canada Student Grants

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Canada Student Grants	903		1,350	(447)	1
Total Sub-Appropriation	**903**	**0.00**	**1,350**	**(447)**	

1. *Under expenditure reflects lower than anticipated volume of students applying for the program.*

7 (e) Student Loan Administration

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Student Loan Administration	2,104		1,854	250	1
Total Sub-Appropriation	**2,104**	**0.00**	**1,854**	**250**	

1. *Over expenditure reflects the 2014/15 provision for loss requirement.*

7 (f) Tuition Fee Income Tax Rebate

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Tuition Fee Income Tax Rebate	3,941		5,000	(1,059)	1
Total Sub-Appropriation	**3,941**	**0.00**	**5,000**	**(1,059)**	

1. *Under expenditure reflects a lower uptake than anticipated as the growth rate of this relatively new tax credit is slower than anticipated.*

Capital Funding

School Divisions

Capital grants provide for the capital expenditures of school divisions. Additional information on the grants may be found in The Public Schools Finance Board Annual Report.

Universities

Funding from Capital Grants contribute to universities' capital expenses. The department is responsible for distributing major capital grants at the universities. In 2008/09, an external consulting firm was hired to conduct a comprehensive review of all the capital requests at the universities. Those requests were prioritized based on predetermined criteria. The capital ranking process that was developed by the external consulting firm continues to be used to determine the distribution of major capital grants.

Colleges

Funding from Capital Grants contribute to community colleges' capital expenses. Manitoba Infrastructure and Transportation (MIT) has responsibility for funding Major Capital projects at the colleges and at the University College of the North (UCN). College projects are considered by MIT concurrently with the requests from other government departments.

8 (a-c) Capital Funding

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
(a) School Divisions	58,827		58,827	0	
(b) Universities	9,604		9,754	(150)	
(c) Colleges	1,817		1,817	0	
Total Sub-Appropriation	**70,248**	**0.00**	**70,398**	**(150)**	

Costs Related to Capital Assets

This main appropriation provides for the costs related to capital assets.

9 (a-b) Costs Related to Capital Assets

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
(a) Amortization Expense	695		698	(3)	
(b) Interest Expense	746		825	(79)	
Total Sub-Appropriation	**1,441**	**0.00**	**1,523**	**(82)**	

PART B – CAPITAL INVESTMENT

Capital Investment

The Province implemented a new accounting policy for tangible capital assets in 1999/2000 based on standards issued by the Canadian Institute of Chartered Accountants. These standards require that expenditures on tangible assets be amortized over the useful life of the asset. Recognizing amortization in this way allocates the cost of capital assets to the periods of service provided and amortization is recorded as an expense in the statement of operations.

Tangible capital assets are those with a useful life extending beyond one year which are acquired, constructed or developed and held for use, not for resale. Tangible capital assets with a value less than the accepted capitalization limit will be expensed in the year of acquisition.

Education and Advanced Learning

Expenditures by Sub-Appropriation	Actual 2014/15 $000	Estimate 2014/15 FTE	Estimate 2014/15 $000	Variance Over (Under) $000	Expl. No.
Capital Investment	0		100	(100)	1
Total Sub-Appropriation	**0**	**0.00**	**100**	**(100)**	

1. *Decrease reflects a pause in the Student Financial Aid Information System (SFAIS) project which has resulted in no expenditures in 2014/15.*

Financial Information

Department of Education and Advanced Learning

Reconciliation Statement
($000s)

DETAILS	2014/15 ESTIMATES
2014/15 Main Estimates	$2,430,348
2014/15 Estimate	**$2,430,348**

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2015, with comparative figures for the previous fiscal year ($000s)

Estimate 2014/15	Appropriation		Actual 2014/15	Actual 2013/14	Increase (Decrease)	Explanation Number
		Education and Advanced Learning (16)				
	16-1	Administration and Finance				
37	(a)	Minister's Salary	37	37	0	
	(b)	Executive Support				
714		- Salaries and Employee Benefits	712	864	(152)	
165		- Other Expenditures	153	127	26	
	(c)	Financial and Administrative Services				
964		- Salaries and Employee Benefits	919	957	(38)	
234		- Other Expenditures	194	197	(3)	
	(d)	Innovative Technology Services				
210		- Salaries and Employee Benefits	171	117	54	
187		- Other Expenditures	145	129	16	
	(e)	International Education				
389		- Salaries and Employee Benefits	373	373	0	
216		- Other Expenditures	144	157	(13)	
3,116		Total 16-1	2,848	2,958	(110)	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2015, with comparative figures for the previous fiscal year ($000s)

Estimate 2014/15	Appropriation		Actual 2014/15	Actual 2013/14	Increase (Decrease)	Explanation Number
	16-2	School Programs				
	(a)	Division Administration				
330		- Salaries and Employee Benefits	307	289	18	
70		- Other Expenditures	76	62	14	
	(b)	Manitoba School for the Deaf				
3,202		- Salaries and Employee Benefits	3,220	3,211	9	
383		- Other Expenditures	345	351	(6)	
	(c)	Instruction, Curriculum and Assessment				
8,675		- Salaries and Employee Benefits	7,495	7,547	(52)	
3,820		- Other Expenditures	4,071	4,678	(607)	1
908		- Assistance	966	883	83	
	(d)	Program and Student Services				
3,691		- Salaries and Employee Benefits	3,400	3,500	(100)	
1,135		- Other Expenditures	940	1,051	(111)	
130		- Assistance	121	122	(1)	
	(e)	Educational Resources				
3,746		- Salaries and Employee Benefits	3,404	3,546	(142)	
1,198		- Other Expenditures	1,185	1,170	15	
	(f)	Manitoba Text Book Bureau*				
-			-	-	-	
27,288		Total 16-2	25,530	26,410	(880)	

* Manitoba Text Book Bureau (MTBB) operates as a Special Operating Agency and receives no financial support from the Department. MTBB financial information is therefore excluded from Education and Advanced Learning's Annual Report.

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2015, with comparative figures for the previous fiscal year ($000s)

Estimate 2014/15	Appropriation		Actual 2014/15	Actual 2013/14	Increase (Decrease)	Explanation Number
	16-3	Bureau de l'éducation française				
	(a)	Division Administration				
197		- Salaries and Employee Benefits	193	191	2	
257		- Other Expenditures	255	256	(1)	
	(b)	Curriculum Development and Implementation				
1,464		- Salaries and Employee Benefits	983	953	30	
322		- Other Expenditures	678	803	(125)	2
	(c)	Educational Support Services				
1,364		- Salaries and Employee Benefits	909	891	18	
258		- Other Expenditures	557	609	(52)	
	(d)	Official Languages Programs and Administrative Services				
994		- Salaries and Employee Benefits	997	926	71	
817		- Other Expenditures	718	839	(121)	3
3,356		- Assistance	3,113	3,151	(38)	
	(e)	Library and Materials Production				
656		- Salaries and Employee Benefits	649	739	(90)	
275		- Other Expenditures	298	313	(15)	
9,960		Total 16-3	9,350	9,671	(321)	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2015, with comparative figures for the previous fiscal year ($000s)

Estimate 2014/15	Appropriation		Actual 2014/15	Actual 2013/14	Increase (Decrease)	Explanation Number
	16-4	Education and School Tax Credits				
346,473	(a)	Education Property Tax Credit	339,536	323,441	16,095	4
690	(b)	School Tax Assistance for Tenants and Homeowners (55+)	509	757	(248)	
347,163		Total 16-4	340,045	324,198	15,847	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2015, with comparative figures for the previous fiscal year ($000s)

Estimate 2014/15	Appropriation		Actual 2014/15	Actual 2013/14	Increase (Decrease)	Explanation Number
	16-5	Support to Schools				
	(a)	Schools Finance				
1,156		- Salaries and Employee Benefits	1,150	1,137	13	
137		- Other Expenditures	135	127	8	
3,166		- Property Assessment	3,166	3,185	(19)	
	(b)	Education Administration Services				
1,882		- Salaries and Employee Benefits	1,915	1,890	25	
658		- Other Expenditures	714	665	49	
	(c)	Schools Information System				
255		- Salaries and Employee Benefits	251	201	50	
26		- Other Expenditures	25	37	(12)	
	(d)	Aboriginal Education Directorate				
872		- Salaries and Employee Benefits	688	748	(60)	
386		- Other Expenditures	400	394	6	
	(e)	Schools Grants				
1,073,814		- Operating Grants	1,074,090	1,063,499	10,591	5
34,010		- General Support Grants	33,732	32,701	1,031	6
1,577	(f)	Other Grants	1,561	1,626	(65)	
164,103	(g)	Teachers' Retirement Allowances Fund	166,874	159,936	6,938	7
1,282,042		Total 16-5	1,284,701	1,266,146	18,555	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2015, with comparative figures for the previous fiscal year ($000s)

Estimate 2014/15	Appropriation		Actual 2014/15	Actual 2013/14	Increase (Decrease)	Explanation Number
	16-6	Support for Universities and Colleges				
	(a)	Council on Post-Secondary Education				
1,250		- Salaries and Employee Benefits	1,363	1,322	41	
414		- Other Expenditures	396	753	(357)	
494,490	(b)	University Operating Grants	492,718	479,895	12,823	8
193	(c)	Post-Secondary Strategic Initiatives Fund	193	400	(207)	
141,891	(d)	College Grants	142,857	138,530	4,327	9
10,777	(e)	Access Program	10,753	10,491	262	
5,979	(f)	Advanced Education and Training Assistance	5,883	5,843	40	
654,994		Total 16-6	654,163	637,234	16,929	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2015, with comparative figures for the previous fiscal year ($000s)

Estimate 2014/15	Appropriation		Actual 2014/15	Actual 2013/14	Increase (Decrease)	Explanation Number
	16-7	Manitoba Student Aid				
3,841	(a)	Salaries and Employee Benefits	3,633	3,886	(253)	
1,477	(b)	Other Expenditures	1,400	1,354	46	
	(c)	Manitoba Bursaries and Funds				
10,320		- Manitoba Bursary Fund	10,320	10,320	0	
4,875		- Manitoba Scholarship and Bursary Initiative	4,875	4,875	0	
5,023		- Medical Student/Resident Financial Assistance	3,834	4,207	(373)	
2,250		- Manitoba Graduate Scholarships	2,239	2,250	(11)	
2,631		- Loans and Bursaries	2,631	2,483	148	
280		- Aboriginal Medical Student Scholarship	189	161	28	
(5,037)		- Less: Recoverable from Health	(3,784)	(4,222)	438	10
1,350	(d)	Canada Student Grants	903	903	0	
1,854	(e)	Student Loan Administration	2,104	2,154	(50)	
5,000	(f)	Tuition Income Tax Rebate Advance	3,941	4,091	(150)	
33,864		Total 16-7	32,285	32,462	(177)	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2015, with comparative figures for the previous fiscal year ($000s)

Estimate 2014/15	Appropriation		Actual 2014/15	Actual 2013/14	Increase (Decrease)	Explanation Number
	16-8	Capital Funding				
58,827	(a)	School Divisions	58,827	52,942	5,885	11
9,754	(b)	Universities	9,604	9,752	(148)	
1,817	(c)	Colleges	1,817	1,817	0	
70,398		Total 16-8	70,248	64,511	5,737	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2015, with comparative figures for the previous fiscal year ($000s)

Estimate 2014/15	Appropriation		Actual 2014/15	Actual 2013/14	Increase (Decrease)	Explanation Number
	16-9	Costs Related to Capital Assets				
698	(a)	Amortization Expense	695	763	(68)	
825	(b)	Interest Expense	746	778	(32)	
1,523		Total 16-9	1,441	1,541	(100)	
2,430,348		**Total - Education and Advanced Learning**	2,420,611	2,365,131	55,480	

Manitoba Education and Advanced Learning
Expenditure Summary
For the fiscal year ended March 31, 2015 with comparative figures for the previous fiscal year ($000s)

Explanation Number:

1. Decreased expenditure mainly reflects reduced costs in 2014/15 for secondments, lower 2014/15 postage/mail management costs, and 2013/14 costs associated with the implementation of the new math curriculum, ELA and Essential Math standards tests.
2. Decreased expenditure mainly reflects a reduction in 2014/15 costs for secondments and a net reduction in cost requirements for projects.
3. Decreased expenditure mainly reflects a reduction in general administrative costs for 2014/15.
4. Increased expenditure reflects the implementation of the Seniors School Tax Rebate in 2014/15 and growth in the Education Property Tax Credit in 2014/15 due to population and housing stock growth of 2% based on most recent tax uptake information.
5. Increased expenditure mainly relates to the Schools Finance Program reflecting: increase in the funding announcement to School Divisions; increase in funding support in 2014/15 for the Class Size Initiative, for the Division Scolaire Franco-Manitobaine, Frontier School Division, Career Development, the Quality Initiative, Breakfast Program, new schools in 2014/15, Other Career/Quality Projects, the Community Schools Pilot projects, increased enrolment of provincial students attending First Nations schools, one-time transition grant for the Louis Riel School, increase in funding for Independent Schools; increase in funding for the Public Schools Finance Board (PSFB) Administration and increase in payments to the Manitoba Textbook Bureau (MTBB), partly offset by a net decrease in debt servicing requirements.
6. Increased expenditure reflects an increase in the funding requirement as it relates to 2013 calendar year teacher salaries.
7. Increased expenditure reflects the 2014/15 increase in the employer's share of current service contributions.
8. Increased expenditure mainly reflects an increase in funding requirements in 2014/15 for post-secondary institutions and for increased principal and interest payments.
9. Increased expenditure mainly reflects increased 2014/15 funding requirements for colleges, costs for the Phase III Study at Assiniboine Community College (ACC) and increased principal and interest payments.
10. Variance reflects a reduction in the recovery from the Department of Health mainly due to a decrease in the number of conditional loans issued in 2014/15 as part of the Medical Student/Resident Financial Assistance program.
11. Increased expenditure reflects greater debenture principal payments in 2014/15 and an upgrade in technical vocational equipment in 2014/15 through the Skills Strategy Equipment Enhancement Fund.

Manitoba Education and Advanced Learning
Revenue Summary
For the fiscal year ended March 31, 2015 with comparative figures for the previous fiscal year ($000s)

Actual 2013/14	Actual 2014/15	Increase (Decrease)	Source	Actual 2014/15	Estimate 2014/15	Variance	Expl. No.
			TAXATION				
-	-	-	Total	-	-	-	
			OTHER REVENUE				
676	816	140	Fees	816	670	146	1
1,314	1,484	170	Sundry	1,484	1,539	(55)	2
1,990	2,300	310	Total	2,300	2,209	91	
			GOVERNMENT OF CANADA				
1,171	1,208	37	Canada Student Loan Act Service Fee	1,208	1,223	(15)	
830	1,036	206	Canada Student Grants	1,036	1,350	(314)	3
2,000	2,000	-	Minority Language Education Agreement	2,000	2,000	-	
10,238	10,238	-	Minority Language Education and Second Language Instruction	10,238	10,226	12	
112	16	(96)	Educating for Action Pilot Project	16	-	16	4
4,945	-	(4,945)	Reconciliation (Reorg)	-	-	-	5
19,296	14,498	(4,798)	Total	14,498	14,799	(301)	
21,286	16,798	(4,488)	**Total – Education and Advanced Learning**	16,798	17,008	(210)	

Explanation Number:

1. **Fees:** $ 140 over 2013/14 Actual
$ 146 over 2014/15 Estimate

Increase mainly relates to International School Registration fees due to a change in the 2014/15 fee structure from a flat fee to a per pupil charge. Variance also relates to Independent Study Option (ISO) course fees reflecting both an increase in student registration and an increase in the 2014/15 fee structure.

Increase mainly relates to greater fees collected than originally anticipated for International School registration and for the Independent Study Option courses, partly offset by a delay in the implementation of the International Education Act Designation fee due to a review of the fee structure.

2. **Sundry:** $ 170 over 2013/14 Actual
$ 55 under 2014/15 Estimate

Variance mainly relates to an increase to Interest Revenue on Class B Manitoba Student Loans and an increase to the Public Schools Finance Board administration charge as a result of a revised service agreement, partly offset by a reduction in 2014/15 for the Independent Study Option revenue due to an decrease in the sale of reference materials and higher miscellaneous revenues in 2013/14 as the result of deferred revenue for a donated asset.

Decrease mainly reflects reduced revenue from the sale of printed reference materials as students who are registered in the ISO programs are using online options to take advantage of tutoring and marking support.

3. **Canada Student Grants:** $ 206 over 2013/14 Actual
$ 314 under 2014/15 Estimate

Increase relates to an increase in the number of applicants for this grant in 2014/15.

Decrease reflects reduced revenue from the federal government for Canada Student Grants as a result of fewer applicants than originally anticipated for the Persons with Permanent Disabilities Program.

4. **Educating for Action Pilot Project:** $ 96 under 2013/14 Actual
$ 16 over 2014/15 Estimate

Decrease reflects the final payment in 2014/15 for this project. In accordance with the Memorandum of Understanding signed by the Province and the Canada Millennium Scholarship Fund (CMSF), unspent funding for the Making Education Work (MEW) Research Study has been directed to this initiative.

Increase reflects the final payment in 2014/15 for this project. In accordance with the Memorandum of Understanding signed by the Province and the Canada Millennium Scholarship Fund (CMSF), unspent funding for the Making Education Work (MEW) Research Study has been directed to this initiative.

5. **Reconciliation:** $ 4,945 under 2013/14 Actual

Decrease reflects a 2013/14 transfer from the Department of Manitoba Infrastructure and Transportation of a federal revenue recovery for expenditures related to the Loan Act for The University of Manitoba's Active Living Centre.

Manitoba Education and Advanced Learning

Five Year Expenditure and Staffing Summary by Main Appropriation

For the fiscal years ended March 31, 2011 to March 31, 2015

Main Appropriation	2010/11		2011/12		2012/13		2013/14		2014/15	
	FTE	$000	FTE	$000	FTE	$000	FTE	$000	FTE	$000
16-1 Administration and Finance	31.00	3,015	30.00	3,197	31.00	2,871	31.00	2,958	29.00	2,848
16-2 School Programs	267.77	25,247	269.77	24,653	269.77	26,457	262.75	26,410	257.05	25,530
16-3 Bureau de l'éducation française	62.00	10,430	62.00	9,660	62.00	9,647	62.00	9,666	61.00	9,350
16-4 Education and School Tax Credits		276,185		314,122		315,754		324,198		340,045
16-5 Support to Schools	58.00	1,148,602	57.00	1,209,697	57.00	1,241,026	56.00	1,266,151	56.00	1,284,701
16-6 Support for Universities and Colleges	15.00	551,383	15.00	584,611	15.00	614,528	14.00	637,234	15.00	654,163
16-7 Manitoba Student Aid	65.25	31,566	62.25	32,543	65.25	32,049	64.25	32,462	61.25	32,285
Sub-total	499.02	2,046,428	496.02	2,178,483	500.02	2,242,332	490.00	2,299,079	479.30	2,348,922
16-8 Capital Funding		60,265		61,263		61,289		64,511		70,248
16-9 Costs Related to Capital Assets		660		1,131		1,584		1,541		1,441
Total - Education and Advanced Learning	**499.02**	**2,107,353**	**496.02**	**2,240,877**	**500.02**	**2,305,205**	**490.00**	**2,365,131**	**479.30**	**2,420,611**

* Historical actual expenditures have been adjusted to reflect program transfers between departments, to facilitate year over year comparison.

Performance Reporting

Performance Reporting Table

The following section provides information on key performance measures for the Department for the 2014/15 reporting year. All Government of Manitoba departments include performance measures in their Annual Reports to complement the financial results and provide Manitobans with meaningful and useful information about government activities and their impact on the province and its citizens.

For more information on performance reporting and the Manitoba government, visit www.manitoba.ca/performance

Your comments on performance measures are valuable to us. You can send comments or questions to mbperformance@gov.mb.ca

What is being measured and using what indicator?(A)	***Why is it important to measure this? (B)***	***Where are we starting from (baseline measurements)? (C)***	***What is the 2014/15 result (current year) or most recent available data? (D)***	***What is the trend over time? (E)***	***Comments/ Recent Actions/Report Links (F)***
1. Overall student learning, by measuring the high school graduation rate.[1]	A high school diploma is the basic foundation to further education and is typically viewed as the minimum requirement for entering the labour market.	For the school year ending June 2002, the graduation rate was 71.1% % (public and funded independent schools).	For the school year ending June 2014 the graduation rate was 87.0% (public and funded independent schools).	This measure continues to trend upward.	See report at http://www.edu.gov.mb.ca/k12/docs/reports/grad_rate/grad_rate.pdf Ongoing work is underway to improve the usefulness of this measure by: – Enabling pan-Canadian comparison through collaboration with the Council of Ministers of Education, Canada (CMEC) – Calculating rates for selected groups of interest (ex: Aboriginal students, regions)

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[1] The Manitoba high school graduation rate is the ratio of the total number of graduates reported by public and funded independent high schools at the end of every academic year to the total Grade 9 enrolment in these schools four years prior to the year of graduation. It is important to note that the difference between the graduation rate and 100% is not a measure of the drop-out rate, as the difference includes students who are continuing in public and funded-independent schools and require more than four years to gain the credits needed to graduate, students who have transferred out to enroll in First Nations schools, non-funded independent schools and Adult Learning Centres, students who have left the province, and students who have withdrawn from school.

What is being measured and using what indicator?(A)	***Why is it important to measure this? (B)***	***Where are we starting from (baseline measurements)? (C)***	***What is the 2014/15 result (current year) or most recent available data? (D)***	***What is the trend over time? (E)***	***Comments/ Recent Actions/Report Links (F)***
2. Student learning as reported in national and international assessments, by measuring results from the Pan-Canadian Assessment Program (PCAP) and the Programme for International Student Assessment (PISA).[2]	Achievement results in student assessments (provincial, national, and international) measure student learning in selected areas (ex: reading, math, science). Indicators drawn from large scale national and international student assessment results provide an opportunity to compare the outcomes of student learning in Manitoba with other jurisdictions.	Reading PCAP 2007 (major domain) - mean score (rescaled) MB (477 ± 3.9), Canada (512 ± 2.3) PISA 2000 (major domain) - mean score MB (529 ± 7.0), Canada (534 ± 3.1) Mathematics[3] PCAP 2010 (major domain) - mean score: MB (468 ± 4.2), Canada (500 ± 2.2) PISA 2003 (major domain) - mean score MB (528 ± 6.2), Canada (532 ± 3.6) Science PCAP 2013 (major domain) - mean score: MB (465 ± 3.1), Canada (500 ± 1.9) PISA 2006 (major domain) - mean score MB (523 ± 6.4), Canada (534 ± 4.0)	Reading PCAP 2013 (minor domain) - mean score: MB (469 ± 2.9), Canada (508 ± 2.0) PISA 2012 (minor domain) - mean score MB (495 ± 6.6), Canada (523 ± 3.8) Mathematics PCAP 2013 (minor domain) - mean score: MB (471 ± 3.3), Canada (507 ± 2.0) PISA 2012 (major domain) - mean score MB (492 ± 5.8), Canada (518 ± 3.6) Science PCAP 2013 (major domain) - mean score: MB (465 ± 3.1), Canada (500 ± 1.9) PISA 2012 (minor domain) - mean score MB (503 ± 6.4), Canada (525 ± 3.8)	Reading PCAP – 8 point decline for MB (No significant change for Canada) PISA – 34 point decline for MB (Canada declined approx. 11 points) Mathematics PCAP – No significant change for MB (Canada improved approx. 7 points) PISA – 36 point decline for MB (Canada declined approx. 14 points) Science PCAP – Science became the major domain for the first time in PCAP 2013. PISA – 20 point decline for MB (Canada declined approx. 9 points)	More assessment information can be found on the CMEC website at: http://www.cmec.ca/131/Programs-and-Initiatives/Assessment/Overview/index.html Manitoba is committed to providing quality education for all Manitoba students. In partnership with school divisions, Manitoba has undertaken a range of initiatives to support student achievement and excellence. For example, Manitoba has committed to small class sizes in K-3, hiring new teachers, updating science labs, literacy/numeracy initiatives, and updating mathematics, science and language arts curriculums. PISA 2015 results -15 year olds, Science (major domain), will be available December 2016.

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[2] PCAP assesses students in Grade 8 (PCAP 2007 assessed 13 year olds so the results for reading have been rescaled to enable comparison with PCAP 2010). PISA assesses 15 year old students. For both PCAP and PISA, three domains of learning (reading, math, and science) are assessed. In each assessment year, one domain is the main focus of the assessment (the "major domain") while the others are assessed as "minor domains".

[3] This mathematics baseline was updated to PCAP 2010 (when mathematics was the major domain for the first time) and the science baseline was update to PCAP 2013 (when science was the major domain for the first time). Changes over time should be reported by comparison to the year in which a subject was the major domain because this is when the assessment involves a large number of items with broad coverage of the sub-domains in the subject.

What is being measured and using what indicator?(A)	***Why is it important to measure this? (B)***	***Where are we starting from (baseline measurements)? (C)***	***What is the 2014/15 result (current year) or most recent available data? (D)***	***What is the trend over time? (E)***	***Comments/ Recent Actions/Report Links (F)***
					PCAP 2016 major domain will be Reading.
3. Access to post-secondary education and training by measuring enrolments in universities and colleges.	Post-secondary education is strongly connected to economic and social benefits for individuals and society. Participation in university and college is a measure of access to learning opportunities.	1999/00 University enrolment[4] Full-time 22,410 Part-time 8,255 Total 30,665 1999/00 College enrolment[5] Full-time 10,452 Part-time 597 Total 11,049	2014/15 University enrolment[3] Full-time 33,615 Part-time 10,492 Total 44,107 2013/14 College enrolment[4] Full-time 15,259 Part-time 1,457 Total 16,716	Enrolment slightly decreased between 2013/14 and 2014/15. Between 1999/00 and 2014/15 total university enrolment increased by 44%. Enrolment only slightly decreased between 2012/13 and 2013/14. Between 1999/00 and 2013/14, enrolment at colleges increased by 51%.	Many factors impact enrolment trends: demographics, labour market conditions, retention and attrition, and participation rates of age cohorts and of under-represented groups. As the traditional age cohort for post-secondary students (18-24 year olds) is expected to decline after 2013/14, enrolment may decrease over the next decade, primarily reflecting these demographic changes.

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[4] Includes undergraduate and graduate students in regular session only (September to April).

[5] Includes regular programs and apprenticeship. Does not include continuing education, distance education and contract training. College figures are for 2013/14, as 2014/15 data are not yet available due to the continuous intake of students during the year (July to June).

What is being measured and using what indicator?(A)	***Why is it important to measure this? (B)***	***Where are we starting from (baseline measurements)? (C)***	***What is the 2014/15 result (current year) or most recent available data? (D)***	***What is the trend over time? (E)***	***Comments/ Recent Actions/Report Links (F)***
4. Student success in education and training by measuring graduations/ credentials received from universities and colleges.	To fully realize the benefits of education and training, it is important that individuals successfully complete their programs.	1999 University Graduates[6] Bachelor Degree 4,460 Master's Degree 578 Doctoral Degree 67 Medicine & Dentistry 121 Certificate/Diploma 215 Total 5,441 1999/2000 College Graduates[5] Diploma 1,279 Certificate 1,578 Total 2,857	2014 University Graduates [5] Bachelor Degree 5,816 Master's Degree 866 Doctoral Degree 142 Medicine & Dentistry 143 Certificate/Diploma 424 Total 7,391 2013 College Graduates[5] Diploma 1,979 Certificate 2,383 Degree 150 Total 4,512	From 1999 to 2014, the total number of university credentials granted increased by 36%. From 1999 to 2013, the number of college graduates (diploma certificate, and degree) increased by 58%.	
5. Affordable education by measuring the cost of post-secondary education to students, uptake of government student loans and bursaries,	The cost of post-secondary education to students is a key indicator of affordability of post-secondary education.	1999/00 university tuition (weighted average) for Arts and Sciences was $3,192	2014/15 university tuition (weighted average) for Arts and Sciences was $3,400	Tuition was reduced by 10% in 2000/01 and frozen until 2009/10. Tuition increases for 2014/15 were limited to 2.4%.	Manitoba's university tuition is the third lowest in the country, after Québec and Newfoundland.
		1999/00 college tuition (un-weighted average) was $1,435	2013/14 college tuition (un-weighted average) was $2,092	College tuition increases for 2014/15 were limited to $150.	Manitoba's college tuition is the second lowest in Canada after Newfoundland (excluding Québec).

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[6] University and college graduates are reported in the calendar year of graduation. College graduates include those from regular day programs and full-time regional centre programs (apprenticeship is not included).

What is being measured and using what indicator?(A)	***Why is it important to measure this? (B)***	***Where are we starting from (baseline measurements)? (C)***	***What is the 2014/15 result (current year) or most recent available data? (D)***	***What is the trend over time? (E)***	***Comments/ Recent Actions/Report Links (F)***
and the debt load of students accessing financial assistance.	Providing financial assistance to students increases access to post-secondary education and increases the chance of successful completion.	1999/00: Number of recipients of major student loans and bursaries: - Canada Student Loans: 10,328 - Manitoba Student Loans: 10,112 - Manitoba Bursary: (for 2000/01) 1,961 - Canada Millennium Scholarship Bursary: 3,516	2014/15: Number of recipients of major student loans and bursaries: - Canada Student Loans: 9,832 - Manitoba Student Loans: 9,399 - Manitoba Bursary: 3,494	In recent years, student loan uptake has kept steady.	In addition to student loans, $40.8M[7] was awarded in the form of non-repayable assistance in 2014/15.
	Student debt is kept to a minimum by providing a mix of loans, grants, bursaries, scholarships and other awards.	1999/00 average student debt levels after remission for: - Students in the last year of a Non-professional Four Year University Program: $18,744 - Students in last year of any program: $12,555	2013/14 average student debt levels after remission for: - Students in the last year of a Non-professional Four Year University Program: $21,408 - Students in last year of any program: $15,202	Debt levels have remained comparable across baseline, particularly when considered in light of adjustments to the rate of inflation and commensurate increases in the general cost of living across this period.	Although student debt has been trending upward nationally, Manitoba student debt levels remain among the lowest in Canada.

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[7] Less funding in 2014/15 was provided to students from the federal Canada Student Grant Program and the Department issued fewer dollars, on behalf of Health, to students in the Medical Resident Student Financial Assistance Program.

The Public Interest Disclosure (Whistleblower Protection) Act

The Public Interest Disclosure (Whistleblower Protection) Act

The Public Interest Disclosure (Whistleblower Protection) Act came into effect in April 2007. This law gives employees a clear process for disclosing concerns about significant and serious matters (wrongdoing) in the Manitoba public service, and strengthens protection from reprisal. The Act builds on protections already in place under other statutes, as well as collective bargaining rights, policies, practices and processes in the Manitoba public service.

Wrongdoing under the Act may be: contravention of federal or provincial legislation; an act or omission that endangers public safety, public health or the environment; gross mismanagement; or, knowingly directing or counseling a person to commit a wrongdoing. The *Act* is not intended to deal with routine operational or administrative matters.

A disclosure made by an employee in good faith, in accordance with the Act, and with a reasonable belief that wrongdoing has been or is about to be committed is considered to be a disclosure under the Act, whether or not the subject matter constitutes wrongdoing. All disclosures receive careful and thorough review to determine whether action is required under the Act, and must be reported in a Department's annual report in accordance with Section 18 of the Act.

The following is a summary of disclosures received by Manitoba Education and Advanced Learning and the Manitoba Text Book Bureau for fiscal year 2014/15:

Information Required Annually (per Section 18 of The Act)	**Fiscal Year 2014/15**
The number of disclosures received, and the number acted on and not acted on. *Subsection 18(2)(a)*	- **One disclosure was received.** - Disclosure was not acted on as the disclosure did not constitute wrongdoing under the Act.
The number of investigations commenced as a result of a disclosure. *Subsection 18(2)(b)*	**NIL**
In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations or corrective actions taken in relation to the wrongdoing, or the reasons why no corrective action was taken. *Subsection 18(2)(c)*	**NIL**

Appendices

Table 1
Student Enrolment by Grades in Manitoba Public Schools

Year	Special Education	N	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1980	3,080	1,769	14,374	15,970	15,052	15,094	15,643	15,633	15,159	15,386	15,223	15,474	16,696	15,552	14,299	204,404
1981	2,981	1,689	13,972	15,887	15,174	14,861	14,879	15,394	15,493	15,479	14,809	14,643	15,568	15,271	14,561	200,661
1982	3,111	1,780	13,915	15,399	15,198	14,962	14,787	14,967	15,295	16,093	15,135	14,799	15,400	14,275	15,405	200,521
1983	3,159	1,868	13,985	15,175	14,742	14,946	14,848	14,678	14,837	15,796	15,614	15,166	15,288	14,312	15,329	199,743
1984	2,936	1,962	14,272	15,183	14,457	14,576	14,884	14,812	14,666	15,354	15,452	15,735	15,746	14,328	15,111	199,474
1985	2,797	2,089	14,373	15,467	14,377	14,378	14,438	14,819	14,687	15,162	15,028	15,493	16,248	14,602	14,990	198,948
1986	2,488	1,991	14,676	15,505	14,640	14,301	14,286	14,479	14,827	15,094	14,958	15,187	16,083	15,162	15,381	199,058
1987	2,397	2,052	14,590	15,593	14,624	14,450	14,221	14,222	14,388	15,233	14,986	15,153	16,061	15,093	16,327	199,390
1988	2,001	2,339	14,784	15,572	14,795	14,432	14,357	14,155	14,132	14,860	14,987	15,165	15,956	14,637	16,610	198,782
1989	1,823	2,431	14,771	15,563	14,864	14,593	14,277	14,227	14,048	14,416	14,602	14,890	16,037	14,665	16,517	197,724
1990	1,843	2,377	14,926	15,510	15,018	14,613	14,442	14,236	14,123	14,326	14,183	14,577	16,075	14,726	16,611	197,586
1991	1,493	2,429	14,670	15,455	14,882	14,732	14,373	14,375	14,080	14,295	13,940	14,155	15,724	14,850	17,441	196,894
1992	1,465	2,465	14,355	15,025	14,846	14,688	14,540	14,329	14,237	14,107	14,023	14,180	15,242	14,572	18,545	196,619
1993	1,247	2,591	14,399	14,688	14,757	14,729	14,613	14,485	14,266	14,241	13,906	14,472	14,993	14,193	18,615	196,195
1994	1,329	2,541	14,487	14,751	14,364	14,553	14,610	14,448	14,370	14,215	14,073	14,268	14,798	13,939	17,941	194,687
1995	1,133	2,696	14,655	14,971	14,418	14,126	14,458	14,526	14,382	14,390	14,084	14,714	14,920	13,782	17,963	195,218
1996	1,470	2,518	14,588	15,100	14,598	14,211	14,048	14,370	14,526	14,432	14,269	14,837	14,951	13,676	17,555	195,149
1997	1,331	2,487	13,929	14,971	14,582	14,430	13,967	13,941	14,336	14,453	14,278	15,074	14,958	14,097	17,964	194,798
1998	1,242	2,461	13,928	14,436	14,647	14,431	14,289	13,848	13,969	14,348	14,279	15,122	15,155	14,197	18,739	195,091
1999	1,585	2,352	13,764	14,340	14,094	14,538	14,378	14,279	13,870	13,993	14,469	15,182	15,234	14,327	23,014	199,419
2000	1,615	2,387	13,543	14,292	13,986	14,022	14,521	14,427	14,368	13,899	13,992	15,651	15,376	14,592	25,747	202,418
2001	1,259	2,195	12,919	13,950	14,026	13,893	13,997	14,479	14,458	14,398	13,881	14,968	15,270	14,216	17,193	191,102
2002	1,309	2,325	12,338	13,360	13,767	14,017	13,891	14,005	14,573	14,524	14,346	14,746	14,791	14,385	16,840	189,217
2003	1,408	2,211	12,310	12,783	13,304	13,845	14,094	14,041	14,133	14,691	14,556	15,294	14,725	14,108	16,995	188,498
2004	1,361	2,316	12,192	12,659	12,712	13,360	13,886	14,268	14,164	14,161	14,692	15,321	15,059	14,238	16,279	186,668
2005	1,493	2,127	12,043	12,621	12,577	12,665	13,402	13,926	14,345	14,193	14,164	15,418	15,245	14,599	15,680	184,498
2006	1,330	2,142	11,873	12,463	12,509	12,539	12,687	13,393	13,968	14,298	14,254	14,969	15,337	14,672	15,751	182,185
2007	1,203	2,126	11,856	12,384	12,473	12,652	12,687	12,837	13,548	14,138	14,461	15,133	15,075	14,946	15,927	181,446
2008	1,158	2,136	11,834	12,301	12,452	12,584	12,730	12,851	12,865	13,661	14,213	15,528	15,129	14,770	15,886	180,098
2009	1,121	2,302	11,964	12,338	12,378	12,570	12,795	12,901	13,023	12,959	13,861	15,193	15,575	14,968	15,854	179,802
2010	1,084	2,296	12,051	12,506	12,455	12,549	12,766	12,964	13,016	13,132	13,189	14,944	15,320	15,256	16,447	179,975
2011	968	2,193	12,516	12,418	12,363	12,477	12,621	12,812	12,919	13,001	13,088	13,981	14,771	15,090	16,807	178,025
2012	867	2,205	13,001	12,916	12,469	12,466	12,590	12,740	12,894	12,944	13,114	13,978	14,098	14,859	17,212	178,353
2013	891	2,105	12,982	13,337	12,941	12,501	12,586	12,647	12,763	12,821	13,023	13,869	14,053	14,101	17,260	177,880
2014	945	2,100	13,262	13,391	13,403	13,032	12,606	12,691	12,765	12,772	12,939	13,783	14,020	14,096	16,572	178,377

These figures are compiled on the 30th of September each year. Effective 2011, figures do not include enrolment in First Nation schools administered under educational agreements with school divisions.

Source: 1980 to 1999 - Enrolment and Transported Pupils Report; 2000 to 2014 - Enrolment Report.

Table 2

Statistics for all French-Language Programs or Courses in Manitoba , public schools only, Comparison of 2013-2014(f) and 2014-2015 (p) School Years

	SCHOOL YEAR	FRENCH-LANGUAGE PROGRAMS / COURSES			
		FRANÇAIS	FRENCH IMMERSION	BASIC FRENCH and EARLY START FRENCH	TOTAL
Divisions/ Districts	2014-2015 p	4	22	36	37
	2013-2014 f	5	22	36	37
	Difference	(1)	–	–	–
Schools	2014-2015 p	27	107	417	482
	2013-2014 f	29	105	417	487
	Difference	(2)	2	–	(5)
Students	2014-2015 p	5,522	22,720	57,874	86,116
	2013-2014 f	5,489	22,106	58,919	86,514
	Difference	33	614	(1,045)	(398)
Grants	2014-2015 p	$1,477,573	$5,227,930	$326,928	$7,032,431
	2013-2014 f	$1,475,059	$5,083,666	$342,110	$6,900,835
	Difference	$2,514	$144,264	($15,182)	$131,596

(p) indicates «preliminary data»

(f) indicates «final data»

Table 3

School Divisions' Comparative Statement of Operating Fund Revenue and Expenses

Revenue	**Actual 2013-14**	**Budget 2014-15**
Provincial Government	1,364,187,780	1,379,277,548
Federal Government	37,110,953	37,739,380
Municipal Government	642,768,361	678,500,978
Other School Divisions	12,192,769	10,689,221
First Nations	53,664,396	54,405,251
Private Organizations and Individuals	21,569,546	18,376,479
Other Sources	7,282,695	4,595,868
Total	2,138,776,500	2,183,584,725
Expenses		
Regular Instruction	1,161,237,247	1,205,158,386
Student Support Services	385,785,910	399,638,253
Adult Learning Centres	9,965,746	8,608,901
Community Education and Services	21,119,654	21,196,434
Divisional Administration	69,417,652	74,958,695
Instructional and Other Support Services	72,550,162	74,612,362
Transportation of Pupils	90,485,990	93,346,627
Operations and Maintenance	240,154,583	248,250,736
Fiscal	35,685,545	37,658,672
Total	2,086,402,489	2,163,429,066
Surplus/(Deficit)	52,374,011	20,155,659
Less: Net Transfers from (to) Capital Fund	38,744,867	-22,912,181
Add: Transfers from Special Purpose Funds	133,382	N/A
Net Surplus/(Deficit) *	13,762,526	43,067,840

* Excludes non-cash adjustment for non-vested sick leave liability

Source: FRAME Financial Statements – 2013-14
FRAME Budgets – 2014-15

Table 4
Student Aid Program Awards
August 1, 2014 to July 31, 2015

Total Award Amounts

Institution	No. of Students with Processed Applications *	No. of Students Receiving Awards*	CSL	MSL	PWPA	AB	CSGP	RN	SSG	AMSFAP	NPEG	MSRFAP	Total	MB**
University of Manitoba	4,774	3,832	12,943,325	9,838,547	81,500	799,272	6,228,647	264,000	223,219	175,000	90,000	3,408,000	34,051,510	1,684,868
College St. Boniface	183	151	502,811	389,155	3,750		276,028	9,900	16,469				1,198,113	162,930
Red River College	1,959	1,443	4,468,922	3,125,687	41,500	574,595	2,300,534	72,300	104,707				10,688,245	928,510
University of Winnipeg	1,651	1,306	4,469,222	3,114,403	43,500	694,924	2,398,022	63,300	164,193				10,947,564	1,005,711
Assiniboine Community College	296	213	692,263	522,681	8,250		408,895	33,000	7,410				1,672,499	201,682
Brandon University	584	491	1,793,223	1,317,087	17,000		871,385	91,500	64,034				4,154,229	558,668
University College of the North	138	104	386,493	241,308	15,500	99,958	307,275	14,100	25,962				1,090,596	114,462
Other Manitoba Public Institutions	253	190	849,619	523,853	3,000		143,778	24,300					1,544,550	238,233
Other In-Province	1,898	1,513	8,650,585	5,346,165	38,500		1,282,976	77,100					15,395,326	2,818,832
Canada	1,610	1,355	7,936,482	5,407,203	29,000		1,793,799			14,000	90,000	96,000	15,366,484	2,081,317
Elsewhere	351	313	2,518,946	1,628,453	1,000		465,375						4,613,774	31,500
Total	13,697	10,911	45,211,891	31,454,542	282,500	2,168,749	16,476,714	649,500	605,994	189,000	180,000	3,504,000	100,722,890	9,826,713

Number of Students Receiving Awards

Institution	CSL	MSL	PWPA	AB	CSGP	RN	SSG	AMSFAP		MSRFAP	MB
University of Manitoba	3,332	3,313	326	98	3,060	515	126	25	9	172	767
College St. Boniface	128	130	15	0	123	20	9				58
Red River College	1,250	1,137	166	55	1,030	139	49				370
University of Winnipeg	1,152	1,075	174	49	1,059	123	100				359
Assiniboine Community College	180	172	33	0	163	66	4				80
Brandon University	436	432	68	0	407	173	37				199
University College of the North	87	72	62	14	93	28	8				36
Other Manitoba Public Institutions	179	162	12	0	71	45	0				82
Other In-Province	1,456	1,313	154	0	541	152	0				912
Canada	1,319	1,291	116	0	890	0	0	2	9	6	623
Elsewhere	313	302	4	0	199	0	0				8
Total	9,832	9,399	1,130	216	7,636	1,261	333	27	18	178	3494

* Numbers do not include MSRFAP students

** MB figures are preliminary as of july 31/15. Drop-offs are expected and will fall within the MB budget.

CSL - Canada Student Loans (full and part time) - up to $210/week

MSL - Manitoba Student Loans - up to $140/week

PWPA - Prince of Wales and Princess Anne Awards - non-repayable, $250 for Aboriginal students with at least $1 assessed need

AB - Access Bursary - non-repayable, for students in the ACCESS program, replaces MSL

CSGP - Canada Student Grants (full and part time) - non-repayable federal grants

RN - Rural/Northern Bursary, $600 for students from Rural/Northern Manitoba areas attending Manitoba schools.

SSG - Student Success Grant, up to $5000, to cover unmet need of students attending Manitoba public schools

MSRFAP - Medical Student/Resident Financial Assistance Program - conditional grants of $15,000 and $20,000 for medical students and residents, recoverable from the Department of Health

NPEG - Nurse Practitioner Education Grant - conditional grant of $10,000 for Nurse Practioner students or recent graduates, recoverable from the Department of Health

AMSFAP - Aboriginal Medical Student Financial Assistance Program - conditional grants of $7,000 for 7 months of service from Manitoba Student Aid

MB - Manitoba Bursary - used to remit loans, up to $4,000